



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mountain Meadows 21st Century Learning Academy	56739406106447	November 3, 2025	December 15, 2025

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

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

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

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

This plan is being used by Mountain Meadows 21st Century Learning Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Targeted Support and Improvement

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

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# Plan Description

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

This plan is being used by Mountain Meadows 21st Century Learning Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Targeted Support and Improvement

### MUSD Mission and Vision

Ensuring academic excellence through highly effective teaching and leadership, innovative 21st Century learning environments and connecting with every student every day.

### Mountain Meadows Mission and Vision

In a rigorous, academic and positive school climate, students are empowered to be active learners, who are prepared for the numerous and diverse opportunities of the 21st century. Through highly effective teaching strategies, students engage in the learning process across all content areas. Additionally, they are well prepared with essential skills for success, including critical thinking, problem solving, communication, and collaboration.

Mountain Meadows 21st Century Learning Academy is located in Moorpark, which is a suburban city in Eastern Ventura County approximately 40 miles north of Los Angeles. One of five TK-5 elementary schools in the Moorpark Unified School District, Mountain Meadows serves over 420 students. Student demographics reflect the multicultural population of California as a whole and closely mirror the demographics of the city of Moorpark. This cultural, social, and economic diversity contributes to the richness of students' learning environment and social experiences.

Since Mountain Meadows opened its doors in 1987, the school has been a safe and welcoming place where children, parents, and community members feel appreciated, respected, connected and "at home." There is a sense of ownership and loyalty that can be felt among the students, staff, and families. During morning arrival and after school dismissal, families socialize with each other and with staff as children arrive and leave the campus each day, helping to maintain a positive sense of community. A steady flow of parent volunteers comes onto campus throughout each day, providing support for academic and PTA programs. With high engagement, students move through the day attending classes designed to deliver effective instruction aligned to grade-level content standards, provide enrichment and intervention, and offer social emotional learning, including a Wellness Center. All students participate in a comprehensive Music program, Art classes, an innovative STEAM Lab and a Physical Education (PE) program. Students attend these "Specials" (Art, Music, Library, PE, STEAM Lab) with integrated 1:1 access to technology, and they learn to understand and appreciate the outdoor environment through the school's Teaching and Learning Garden. The balanced educational experience at Mountain Meadows helps students stay fully engaged during the instructional day and is important to the development of well-rounded, life-long learners.

The Mountain Meadows teachers are highly effective, enthusiastic, dedicated professionals. Mountain Meadows 21st Century Learning Academy is a Kagan School of Distinction, as all teachers have completed the Kagan Cooperative Learning professional development and participate in ongoing training every school year. Teachers implement the Kagan Cooperative Learning Structures throughout daily instruction, which ensure that students are acquiring 21st Century Skills. In addition to teaching credentials, many of our teachers have Master's degrees. All are dedicated to a staff culture of collaboration, which evidences itself in the Professional Learning Communities. Teachers are lifelong learners who voluntarily seek out new professional development opportunities. They model a passion to learn for their students, and students reciprocate in the classroom with a love of learning, high engagement, and active participation. Mountain Meadows was awarded Distinguished School as a result of our dedication to Professional Learning Communities and Joyful Learning - providing educational programming that supports the whole child.

Our parents/educational partners support the school's efforts by sitting on school improvement committees and offering valuable insight. They serve on the School Site Council (SSC), the English Language Acquisition Committee (ELAC), the district Local Control and Accountability Plan (LCAP) Advisory Committee, and the PTA Board as committee chairs for our numerous PTA programs. They volunteer in classrooms, library, around campus and off campus field trips. In large numbers, parents/guardians attend Back-to-School Night, parent/teacher conferences, and evening family events. Parents support and participate in fundraising and parent engagement opportunities. School staff knows that if there is help or support needed, our parents/guardians will respond without hesitation. Mountain Meadows parents/guardians are truly partners with the school in the education of our students.

# Educational Partner Involvement

How, when, and with whom did Mountain Meadows 21st Century Learning Academy consult as part of the planning process for this SPSA/Annual Review and Update?

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

English Learner Advisory Committee (ELAC):

This committee met on Sept. 6 and Nov. 18, 2025. Parents were invited to attend by email, personal phone call, and postings on Parent Square and on campus. During these meetings, the School Plan for Student Achievement (SPSA) was discussed in-depth, including analysis of 24-25 data and goal evaluation. Input received during the Sept. 6 and Nov. 18 meetings was provided to the School Site Council (SSC) on Sept. 17 and Dec. 3, 2025. Future meetings are scheduled to gather input on progress toward this year's goals.

School Site Council (SSC):

This committee met on September 17, October 22, and December 3, 2025 to review input from numerous educational partners including parents, faculty, and the English Learner Advisory Committee (ELAC). Parents were invited to attend by email, personal phone call, and postings on Parent Square and on campus. During these meetings, the SPSA was discussed in-depth including analysis of 24-25 data and goals. The group discussed greatest strengths, needs, and performance gaps. These performance gaps were then used as the basis for the new goals developed. The SPSA was approved on December 3, 2025. Future meetings are scheduled to continue to monitor, update and evaluate the plan.

Parent Teacher Association (PTA):

The Parent Teacher Association met on 9/10/25, 10/8/25, and 11/12/25. Parents were invited to attend by email, social media, Parent Square and postings on campus. These meetings included discussion of the SPSA goals and actions, and input from the PTA members/attendees was collected from those in attendance. Input received at these PTA meetings was consistently provided to the SSC on 9/17/25, 10/22/25, and 12/3/23. Future PTA meetings are scheduled on 12/10/25, 1/14/26, 2/11/26, 3/11/26, 4/8/26, 5/13/26, and 6/10/26 to gather input on progress toward goals.

Faculty Leadership Team: The Faculty Leadership Team meets monthly to collaborate/discuss actions and progress toward school wide goals.

Faculty at Large:

The teaching faculty met on October 28, 2025. An analysis of 24-25 Mountain Meadows data was conducted to drive goals for this year's plan. During Trimester 1 and 2, teachers, in collaboration with their grade level teams and the principal, identified grade level focus areas and action plans specific to their grade level goals. Input received at these collaboration meetings was provided to the SSC on Dec. 3, 2025. Future teacher staff meetings are scheduled monthly on 12/9/25, 1/27/26, 2/24/26, 3/24/26, 4/28/26, and 5/12/26 to gather input on progress toward goals.

## 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.

N/A

## 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 2024-2025 CA Dashboard indicates that overall performance for English Language Arts and Suspension Rate was Green, Mathematics was Yellow, and Chronic Absenteeism and English Learner Progress were both in the "Red" performance category.

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.

The 2024-2025 CA Dashboard indicates that overall, Conditions and Climate was in the Green range. However, the suspension rate of students who are Socio-economically Disadvantaged was in the Orange range with an increase of 1.3%.

The 2024-2025 CA Dashboard indicates that overall, Academic Engagement was in the Red range with chronic absenteeism increasing from 10.8% in 2024 to 17.7% in 2025. 21.3% of English Learners were chronically absent, 21/6% of Students with Disabilities were chronically absent, 27.8% of Socio-economically Disadvantaged students were chronically absent, 25.5% of Hispanic students were chronically absent, and 10.4% of White students were chronically absent.

The 2024-2025 CA Dashboard indicates that English Learner Progress was in the Red with 24.2% of ELs making progress towards English language proficiency. This was a 20.2% decline of progress from the 2023-2024 school year where EL progress was in the Yellow range with 44.4%.

For English Language Arts (ELA), "All Students" maintain the Green-High performance range, as indicated on the 2024-2025 and the 2023-2024 CA Dashboard, with English Learners progressing to the Yellow (Medium performance) range from being in the Red (Very low performance) range in both 2023 and 2024 and Students with Disabilities and Socio-economically Disadvantaged students progressing from the Orange (Low performance) range in 2024 to the Yellow range in 2025. However, Hispanic students' ELA scores dropped from the Yellow (Medium performance) range in 2024 to the Orange (Low performance) range in 2025.

For Mathematics, "All Students" maintained the Yellow performance range, as indicated on the 2024-2025 as indicated on the 2023-2024 CA Dashboard. However, English Learners who were in the Red (Very low) performance range in 2023-2024, progressed to the Yellow (Medium performance) range in 2024-2025. Additionally, Students with Disabilities, Socio-economically Disadvantaged students, Hispanic and White students all increased in progress as indicated on the 2024-2025 CA Dashboard.

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mountain Meadows 21st Century Learning Academy. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	2.07%	1.37%	1.89%	9	6	8
Asian	5.07%	4.58%	3.77%	22	20	16
Filipino	0.46%	0.69%	0.47%	2	3	2
Hispanic/Latino	41.47%	43.48%	46.23%	180	190	196
Pacific Islander	0%	%	%	0		
White	46.08%	45.08%	42.92%	200	197	182
Two or More Races	4.84%	4.81%	4.72%	21	21	20
Not Reported	0%	%	%	0		
<b>Total Enrollment</b>				434	437	424

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			39
Kindergarten	98	52	58
Grade 1	71	73	54
Grade 2	51	69	71
Grade3	73	51	76
Grade 4	82	71	60
Grade 5	59	83	66
<b>Total Enrollment</b>	434	437	424

#### Conclusions based on this data:

1. Student enrollment at Mountain Meadows has been steady, with nearly the same number of students enrolled for the past three years.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	63	60	46	14.5%	13.7%	10.8%
Fluent English Proficient (FEP)	21	20	18	4.8%	4.6%	4.2%
Reclassified Fluent English Proficient (RFEP)	13	12	13	3.0%	2.7%	3.1%

### Conclusions based on this data:

1. Although Mountain Meadows overall enrollment has been steady, the number of students classified as English Learners has been decreasing for the past three years.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	70	46	73	67	45	72	67	45	72	95.7	97.8	98.6
Grade 4	81	68	51	79	66	51	79	66	51	97.5	97.1	100
Grade 5	55	84	65	53	81	64	53	81	64	96.4	96.4	98.5
All Grades	206	198	189	199	192	187	199	192	187	96.6	97	98.9

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2415.	2433.	2441.	19.40	28.89	26.39	31.34	26.67	31.94	19.40	20.00	22.22	29.85	24.44	19.44
Grade 4	2502.	2473.	2478.	40.51	31.82	33.33	30.38	22.73	27.45	10.13	12.12	13.73	18.99	33.33	25.49
Grade 5	2538.	2537.	2516.	43.40	34.57	23.44	24.53	33.33	35.94	18.87	16.05	17.19	13.21	16.05	23.44
All Grades	N/A	N/A	N/A	34.17	32.29	27.27	29.15	28.13	32.09	15.58	15.63	18.18	21.11	23.96	22.46

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.94	28.89	22.22	70.15	46.67	63.89	17.91	24.44	13.89
Grade 4	21.52	22.73	29.41	69.62	60.61	49.02	8.86	16.67	21.57
Grade 5	37.74	25.93	28.13	47.17	64.20	53.13	15.09	9.88	18.75
All Grades	22.61	25.52	26.20	63.82	58.85	56.15	13.57	15.63	17.65

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	16.42	22.22	20.83	50.75	53.33	62.50	32.84	24.44	16.67
<b>Grade 4</b>	18.99	16.67	13.73	65.82	51.52	60.78	15.19	31.82	25.49
<b>Grade 5</b>	41.51	24.69	34.38	41.51	58.02	48.44	16.98	17.28	17.19
<b>All Grades</b>	24.12	21.35	23.53	54.27	54.69	57.22	21.61	23.96	19.25

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	14.93	13.33	12.50	71.64	71.11	72.22	13.43	15.56	15.28
<b>Grade 4</b>	18.99	12.12	17.65	68.35	69.70	60.78	12.66	18.18	21.57
<b>Grade 5</b>	18.87	22.22	10.94	75.47	62.96	76.56	5.66	14.81	12.50
<b>All Grades</b>	17.59	16.67	13.37	71.36	67.19	70.59	11.06	16.15	16.04

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	14.93	24.44	15.28	61.19	55.56	72.22	23.88	20.00	12.50
<b>Grade 4</b>	26.58	19.70	17.65	63.29	63.64	66.67	10.13	16.67	15.69
<b>Grade 5</b>	16.98	32.10	17.19	73.58	60.49	67.19	9.43	7.41	15.63
<b>All Grades</b>	20.10	26.04	16.58	65.33	60.42	68.98	14.57	13.54	14.44

**Conclusions based on this data:**

1. According to 2024-25 CAASPP ELA testing results, 59% of Grade 5 students met or exceeded standard, a decrease of 9 percentage points from the prior year.
2. According to 2024-25 CAASPP ELA testing results, 61% of Grade 4 students met or exceeded standard, an increase of 6 percentage points from the prior year.
3. According to 2024-25 CAASPP ELA testing results, 58% of Grade 3 students met or exceeded standard, an increase of 2 percentage points from the prior year.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	70	46	73	69	45	72	69	45	72	98.6	97.8	98.6
Grade 4	81	68	51	80	66	51	80	66	51	98.8	97.1	100
Grade 5	55	84	65	54	83	64	54	83	64	98.2	98.8	98.5
All Grades	206	198	189	203	194	187	203	194	187	98.5	98	98.9

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2420.	2442.	2449.	14.49	33.33	26.39	27.54	24.44	31.94	26.09	15.56	23.61	31.88	26.67	18.06
Grade 4	2502.	2463.	2470.	26.25	15.15	31.37	33.75	27.27	15.69	26.25	33.33	21.57	13.75	24.24	31.37
Grade 5	2513.	2516.	2494.	25.93	32.53	18.75	25.93	10.84	17.19	29.63	27.71	25.00	18.52	28.92	39.06
Grade 11															
All Grades	N/A	N/A	N/A	22.17	26.80	25.13	29.56	19.59	22.46	27.09	26.80	23.53	21.18	26.80	28.88

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	23.19	44.44	26.39	53.62	31.11	51.39	23.19	24.44	22.22
<b>Grade 4</b>	40.00	22.73	31.37	45.00	45.45	37.25	15.00	31.82	31.37
<b>Grade 5</b>	24.07	31.33	18.75	51.85	37.35	40.63	24.07	31.33	40.63
<b>Grade 11</b>									
<b>All Grades</b>	30.05	31.44	25.13	49.75	38.66	43.85	20.20	29.90	31.02

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	18.84	37.78	31.94	46.38	33.33	52.78	34.78	28.89	15.28
<b>Grade 4</b>	26.25	22.73	31.37	56.25	45.45	33.33	17.50	31.82	35.29
<b>Grade 5</b>	24.07	27.71	17.19	53.70	50.60	53.13	22.22	21.69	29.69
<b>All Grades</b>	23.15	28.35	26.74	52.22	44.85	47.59	24.63	26.80	25.67

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	15.94	17.78	27.78	59.42	71.11	56.94	24.64	11.11	15.28
<b>Grade 4</b>	27.50	21.21	23.53	63.75	48.48	47.06	8.75	30.30	29.41
<b>Grade 5</b>	24.07	21.69	17.19	57.41	57.83	56.25	18.52	20.48	26.56
<b>All Grades</b>	22.66	20.62	22.99	60.59	57.73	54.01	16.75	21.65	22.99

**Conclusions based on this data:**

1. According to 2024-25 CAASPP math testing results, 36% of Grade 5 students met or exceeded standard, a decrease of 7 percentage points from the prior year.
2. According to 2024-25 CAASPP math testing results, 47% of Grade 4 students met or exceeded standard, an increase of 5 percentage points from the prior year.
3. According to 2024-25 CAASPP math testing results, 58% of Grade 3 students met or exceeded standard, maintaining the same score from the prior year.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	1450.5	1365.1	*	1465.5	1377.5	*	1415.3	1335.8	*	12	11	5
<b>1</b>	*	*	*	*	*	*	*	*	*	8	7	4
<b>2</b>	*	*	*	*	*	*	*	*	*	7	9	5
<b>3</b>	1464.7	*	*	1457.1	*	*	1471.6	*	*	16	6	6
<b>4</b>	1473.1	1501.1	*	1469.7	1510.7	*	1476.0	1490.8	*	11	12	6
<b>5</b>	*	*	*	*	*	*	*	*	*	4	6	10
<b>All Grades</b>										58	51	36

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	25.00	9.09	*	58.33	9.09	*	16.67	36.36	*	0.00	45.45	*	12	11	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	6.25	*	*	25.00	*	*	43.75	*	*	25.00	*	*	16	*	*
<b>4</b>	18.18	16.67	*	9.09	25.00	*	27.27	41.67	*	45.45	16.67	*	11	12	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	12.07	11.76	5.56	29.31	21.57	27.78	29.31	37.25	38.89	29.31	29.41	27.78	58	51	36

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	33.33	9.09	*	66.67	18.18	*	0.00	27.27	*	0.00	45.45	*	12	11	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	12.50	*	*	31.25	*	*	31.25	*	*	25.00	*	*	16	*	*
<b>4</b>	27.27	33.33	*	0.00	25.00	*	45.45	33.33	*	27.27	8.33	*	11	12	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	20.69	25.49	19.44	32.76	25.49	50.00	24.14	25.49	13.89	22.41	23.53	16.67	58	51	36

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	14.29	9.09	*	28.57	0.00	*	28.57	36.36	*	28.57	54.55	*	14	11	*
<b>1</b>	4.76	*	*	14.29	*	*	28.57	*	*	52.38	*	*	21	*	*
<b>2</b>	0.00	*	*	36.36	*	*	27.27	*	*	36.36	*	*	11	*	*
<b>3</b>	8.33	*	*	16.67	*	*	41.67	*	*	33.33	*	*	12	*	*
<b>4</b>	11.11	0.00	*	33.33	25.00	*	38.89	25.00	*	16.67	50.00	*	18	12	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	0.00	7.84	0.00	25.86	11.76	19.44	31.03	31.37	41.67	43.10	49.02	38.89	58	51	36

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
<b>K</b>	41.67	9.09	*	58.33	45.45	*	0.00	45.45	*	12	11	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	12.50	*	*	62.50	*	*	25.00	*	*	16	*	*
<b>4</b>	18.18	41.67	*	36.36	50.00	*	45.45	8.33	*	11	12	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	22.41	25.49	19.44	55.17	54.90	63.89	22.41	19.61	16.67	58	51	36

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	33.33	9.09	*	58.33	45.45	*	8.33	45.45	*	12	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	12.50	*	*	62.50	*	*	25.00	*	*	16	*	*
4	27.27	33.33	*	36.36	58.33	*	36.36	8.33	*	11	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.69	25.49	33.33	53.45	49.02	50.00	25.86	25.49	16.67	58	51	36

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	0.00	*	91.67	54.55	*	0.00	45.45	*	12	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	43.75	*	*	56.25	*	*	16	*	*
4	0.00	0.00	*	36.36	50.00	*	63.64	50.00	*	11	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	1.72	5.88	0.00	50.00	49.02	52.78	48.28	45.10	47.22	58	51	36

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	50.00	9.09	*	50.00	36.36	*	0.00	54.55	*	12	11	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	6.25	*	*	75.00	*	*	18.75	*	*	16	*	*
4	18.18	16.67	*	36.36	58.33	*	45.45	25.00	*	11	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.24	14.00	8.33	53.45	48.00	58.33	29.31	38.00	33.33	58	50	36

**Conclusions based on this data:**

1. The number of EL students continues to decrease at Mountain Meadows. The 24-25 school year had a significant decrease in the number of ELs.
2. The 2025 English Learner Progress Indicator (ELPI) indicates that 24.2% of ELs are progressing at least one performance level on the ELPAC. This is a 20.2% decline from the previous year.

# School and Student Performance Data

## Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>424</b>	<b>33.7%</b>	<b>10.8%</b>	<b>0.0%</b>
Total Number of Students enrolled in Mountain Meadows 21st Century Learning Academy.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	10.8%
Foster Youth	0	0.0%
Homeless	4	0.9%
Socioeconomically Disadvantaged	143	33.7%
Students with Disabilities	107	25.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.9%
American Indian	0	0.0%
Asian	16	3.8%
Filipino	2	0.5%
Hispanic	196	46.2%
Two or More Races	20	4.7%
Pacific Islander	0	0.0%
White	182	42.9%

### Conclusions based on this data:

1. Based on the California School Dashboard for the 2024-2025 school year, Mountain Meadows maintained a similar number of total enrolled students as the prior two years.

2. Based on the California School Dashboard for the 2024-2025 school year, Mountain Meadows increased in the number of Socio-economically Disadvantaged students, Homeless students, and Students with Disabilities, and decreased in the number of English Learners and Foster Youth from the prior two school years.
3. Based on the California School Dashboard for the 2025-2025 school year, Mountain Meadows increased in the number of Hispanic students, and decreased in the number of African American, Asian, and White students from the prior two school years.

# School and Student Performance Data

## Overall Performance






The 2025 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."



### 2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. Based on the 2023-2024 and the 2024-2025 CA Dashboard, "All Students" maintained Green- High performance in English Language Arts.
2. Based on the 2023-2024 and the 2024-2025 CA Dashboard, "All Students" maintained Yellow- Medium performance in Mathematics.

3. Based on the 2023-2024 and the 2024-2025 CA Dashboard the Suspension Rate moved from the Yellow- Medium performance to the Green- High performance range. Chronic Absenteeism and English Learner Progress moved from the Yellow-Medium performance range to the Red- Very Low performance range.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2025 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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>12.2 points above standard</p> <p>Declined 3.7 points</p> <p>196 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>63.3 points below standard</p> <p>Increased 9.9 points</p> <p>36 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>26.3 points below standard</p> <p>Increased 18.3 points</p> <p>66 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>58.8 points below standard</p> <p>Increased 9 points</p> <p>58 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>16.2 points below standard</p> <p>Maintained 2.1 points</p> <p>97 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>45.1 points above standard</p> <p>Increased 5.2 points</p> <p>84 Students</p>

**Conclusions based on this data:**

1. According to the 2023-2024 and the 2024-2025 CA Dashboard, Mountain Meadows students maintain High Performance placement status in English Language Arts.

# School and Student Performance Data

## Academic Performance Mathematics

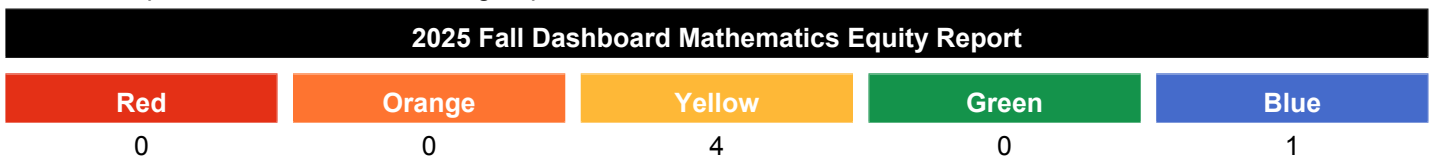
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>6.9 points below standard</p> <p>Maintained 1.8 points</p> <p>195 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>84.4 points below standard</p> <p>Increased 12.4 points</p> <p>36 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>48.7 points below standard</p> <p>Increased 16.6 points</p> <p>66 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>67.8 points below standard</p> <p>Increased 14.8 points</p> <p>57 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>44 points below standard</p> <p>Increased 3.7 points</p> <p>97 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>34.1 points above standard</p> <p>Increased 16.9 points</p> <p>83 Students</p>

**Conclusions based on this data:**

1. According to the 2023-2024 and the 2024-2025 CA Dashboard, Mountain Meadows "All Students" maintained Yellow-Medium performance range in Mathematics.
2. According to the 2023-2024 and the 2024-2025 CA Dashboard each of the Student Groups increased progress in Mathematics.

# School and Student Performance Data

## Academic Performance Science

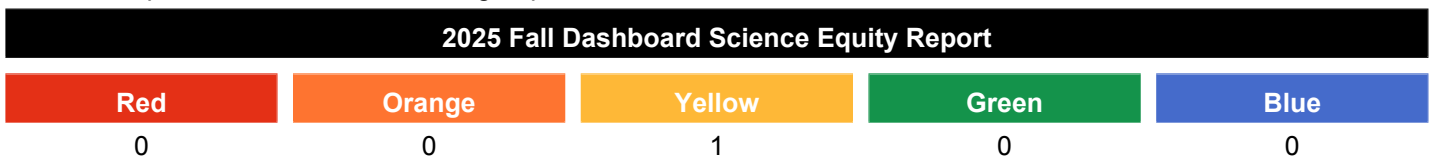
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>57 science points Declined 4.4 points</p> <p>65 Students</p>	<p><b>English Learners</b></p> <p> No Performance Color</p> <p>43.5 science points Increased 5.4 points</p> <p>15 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> No Performance Color</p> <p>44.1 science points Declined 2.9 points</p> <p>20 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>36.7 science points</p> <p>Declined 3.2 points</p> <p>15 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p> <p> Yellow</p> <p>47.4 science points</p> <p>Declined 7.9 points</p> <p>36 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>68.8 science points</p> <p>Increased 6.9 points</p> <p>26 Students</p>

**Conclusions based on this data:**

1. According to the 2024-2025 CA Dashboard, Mountain Meadows "All Students" were in the Green- High performance range in Science.
2. The Science indicator is for informational purposes only this school year.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 24.2 making progress. Number Students: 33 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
19.4%	58.1%	0%	22.6%

### Conclusions based on this data:

- The 2024-2025 CA Dashboard indicates that English Learner Progress was in the Red with 24.2% of ELs making progress towards English language proficiency.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>17.7% Chronically Absent</p> <p>Increased 6.9</p> <p>429 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>21.3% Chronically Absent</p> <p>Increased 4.9</p> <p>47 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>27.8% Chronically Absent</p> <p>Increased 7.2</p> <p>158 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>21.6% Chronically Absent</p> <p>Increased 1.9</p> <p>116 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>6.3% Chronically Absent</p> <p>Increased 1.7</p> <p>16 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>25.5% Chronically Absent</p> <p>Increased 9.4</p> <p>200 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>10% Chronically Absent</p> <p>Increased 0.5</p> <p>20 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>10.4% Chronically Absent</p> <p>Increased 4.4</p> <p>183 Students</p>

**Conclusions based on this data:**

1. The 2024-2025 CA Dashboard indicates that overall, Academic Engagement was in the Red range with chronic absenteeism at 17.7%.
2. The 2024-2025 CA Dashboard indicates that each of the Student Groups rated in the Red range for chronic absenteeism with the following percentages: 21.3% of English Learners were chronically absent, 21/6% of Students with Disabilities were chronically absent, 27.8% of Socio-economically Disadvantaged students were chronically absent, 25.5% of Hispanic students were chronically absent, and 10.4% of White students were chronically absent.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

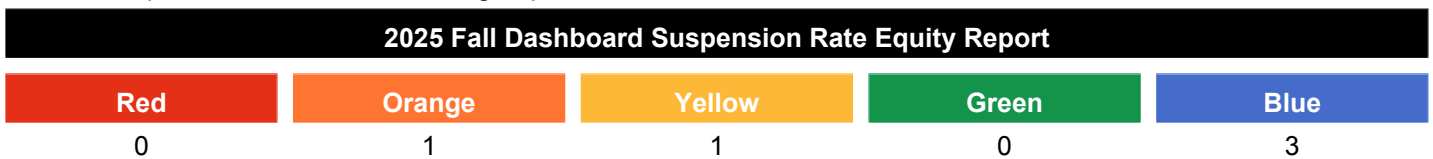
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained -0.2%</p> <p>431 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>47 Students</p>	<p><b>Long-Term English Learners</b></p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.3%</p> <p>158 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.8%</p> <p>117 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>1.5% suspended at least one day</p> <p>Maintained 0%</p> <p>200 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.5%</p> <p>184 Students</p>

**Conclusions based on this data:**

1. Mountain Meadows continues to have a very low level of student suspensions, with All Students in the Green-High performance range as indicated by the CA Dashboard.
2. The 2023-2024 and 2024-2025 CA Dashboard indicates that the suspension rate of students with disabilities was in the Yellow range in 2024, and moved to the Blue- Highest performance range in 2025.
3. Socioeconomically Disadvantaged students rated in the Orange-Low performance range for suspension as indicated by the 2024-2025 CA Dashboard.

# 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.

#### Academic Achievement

Increase academic achievement so that all students are college/career ready upon graduation.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase academic achievement for all students through high-quality instruction, targeted interventions, and comprehensive support services, ensuring they are college/career ready upon graduation.

### 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.

The 2024-2025 CA Dashboard indicates that English Learner Progress was in the Red with 24.2% of ELs making progress towards English language proficiency. This was a 20.2% decline of progress from the 2023-2024 school year where EL progress was in the Yellow range with 44.4%.

For English Language Arts (ELA), "All Students" maintain the Green-High performance range, as indicated on the 2024-2025 and the 2023-2024 CA Dashboard, with English Learners progressing to the Yellow (Medium performance) range from being in the Red (Very low performance) range in both 2023 and 2024 and Students with Disabilities and Socio-economically Disadvantaged students progressing from the Orange (Low performance) range in 2024 to the Yellow range in 2025. However, Hispanic students' ELA scores dropped from the Yellow (Medium performance) range in 2024 to the Orange (Low performance) range in 2025.

For Mathematics, "All Students" maintained the Yellow performance range, as indicated on the 2024-2025 as indicated on the 2023-2024 CA Dashboard. However, English Learners who were in the Red (Very low) performance range in 2023-2024, progressed to the Yellow (Medium performance) range in 2024-2025. Additionally, Students with Disabilities, Socio-economically Disadvantaged students, Hispanic and White students all increased in progress as indicated on the 2024-2025 CA Dashboard.

### 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
English Language Arts California Assessment of Student Performance & Progress (CAASPP)	Year: 2024-25 Data Source: CAASPP All Students: 59% met or exceeded standard 3rd Grade Students: 58% met or exceeded standard 4th Grade Students: 61% met or exceeded standard 5th Grade Students: 59% met or exceeded standard RFEP: 69% met or exceeded standard English Learners: 5% met or exceeded standard Hispanic: 45% met or exceeded standard White: 75% met or exceeded standard Socioeconomically Disadvantaged: 35% met or exceeded the standard Students with Disabilities: 18% met or exceeded the standard	Year: 2025-26 Data Source: CAASPP All Students: 60% or more met or exceeded standard 3rd Grade Students: 60% met or exceeded standard 4th Grade Students: 60% met or exceeded standard 5th Grade Students: 60% met or exceeded standard RFEP: 70% met or exceeded standard English Learners: 10% or more met or exceeded standard Hispanic: 50% met or exceeded standard White: 75% met or exceeded standard Socioeconomically Disadvantaged: 40% met or exceeded the standard Students with Disabilities: 20% met or exceeded the standard
Mathematics California Assessment of Student Performance & Progress (CAASPP)	Year: 2024-25 Data Source: CAASPP All Students: 48% met or exceeded standard 3rd Grade Students: 58% met or exceeded standard 4th Grade Students: 47% met or exceeded standard 5th Grade Students: 34% met or exceeded standard RFEP: 23% met or exceeded standard English Learners: 5% met or exceeded the standard Hispanic: 31% met or exceeded standard White: 67% met or exceeded standard Socioeconomically Disadvantaged: 29% met or exceeded the standard Students with Disabilities: 20% met or exceeded the standard	Year: 2025-26 Data Source: CAASPP All Students: 50% or more met or exceeded standard 3rd Grade Students: 60% met or exceeded standard 4th Grade Students: 60% met or exceeded standard 5th Grade Students: 50% met or exceeded standard English Learners: 10% or more met or exceeded the standard Hispanic: 35% met or exceeded standard White: 70% met or exceeded standard Socioeconomically Disadvantaged: 30% met or exceeded the standard Students with Disabilities: 22% met or exceeded the standard
ELA Trimester 3 Report Card Data - Overall Reading Percentage Proficient or Higher	Year: 2024-25 Data Source: Tri 3 Report Cards All Students: 67% 1st Grade: 81% 2nd Grade: 72% 3rd Grade: 59% 4th Grade: 69% 5th Grade: 62%	Year: 2025-26 Data Source: Tri 3 Report Cards All Students: 70% or more 1st Grade: 82% 2nd Grade: 84% 3rd Grade: 75% 4th Grade: 62% 5th Grade: 72%
Math Trimester 3 Report Card Data - Overall Math Percentage Proficient or Higher	Year: 2024-25 Data Source: Tri 3 Report Cards All Students: 72% 1st Grade: 88% 2nd Grade: 86% 3rd Grade: 63%	Year: 2025-26 Data Source: Tri 3 Report Cards All Students: 75% or more 1st Grade: 90% 2nd Grade: 90% 3rd Grade: 88%

	4th Grade: 65% 5th Grade: 62%	4th Grade: 65% 5th Grade: 67%
English Language Students Making Progress Toward English Proficiency (ELPI)	Year: 2024-25 Data Source: Summative ELPAC Scores- 33 Students Tested 24.2% Making Progress Towards English Language Proficiency 58.1% Maintained ELPI Level 19.4% Decreased at Least One ELPI Level	Year: 2025-26 Data Source: Summative ELPAC Scores 50% Making Progress Towards English Language Proficiency 40% Maintained ELPI Level 10% Decreased at Least One ELPI Level
Reclassification Rate	Year: 2024-25 Data Source: Data Quest 22%	Year: 2025-26 Data Source: Data Quest 24%
California Science Test Data (CAST)- Assessment of 5th graders performance and progress in Science	Year: 2024-2025 Data Source: 5th Grade CAST scores- 65 Students Tested Overall: 44% met or exceeded the standard (Domain breakdown below) Life Science domain achievement level: 63% near, at, or above standard Physical Science domain achievement level: 66% near, at, or above standard Earth and Space Sciences domain achievement level: 56% near, at, or above standard Hispanic: 75% nearly met, met or exceeded the standard (Domain breakdown below) Life Science domain achievement level: 44% near, at, or above standard Physical Science domain achievement level: 53% near, at, or above standard Earth and Space Science domain achievement level: 42% near, at, or above standard White: 96% nearly met, met or exceeded the standard (Domain breakdown below) Life Science domain achievement level: 85% near, at, or above standard Physical Science domain achievement level: 81% near, at, or above standard Earth and Space Science domain achievement level: 73% near, at, or above standard Socioeconomically Disadvantaged: 75% nearly met, met, or exceeded the standard Students with Disabilities: 64% nearly met, met, or exceeded the standard	Year: 2025-2026 Data Source: 5th Grade CAST scores Overall: 50% or more met or exceeded the standard Life Science domain achievement level: 65% near, at, or above standard Physical Science domain achievement level: 67% near, at, or above standard Earth and Space Sciences domain achievement level: 60% near, at, or above standard

## 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	<p>Academic Instruction/Intervention/Enrichment (LCAP 1.1)            Following the MTSS model, Targeted Learning Time (RTI- Response to Instruction) provides students with Reading and Math interventions and/or Enrichment four times per week for approx. one hour per grade level, Kindergarten-5th grade. Students are served in homogeneous groups according to their individual needs in Language Arts and Math: Tier 2 Reading Intervention, and Tier 2 Math Intervention, and/or Enrichment. Bridges Math Intervention Curriculum has been purchased and this is the first year of implementation. Students who have already mastered grade level standards are provided enrichment and project based accelerated learning opportunities to extend their learning. Groupings are fluid; Students are moved among the groups as needed. Classroom and Intervention teachers, in collaboration with the principal, use student achievement data from state and local assessments, classroom and grade level common assessments, and ongoing RTI progress monitoring (including Tier 2 Reading and Math ongoing assessments) to group students by common learning needs. Student data from standards-aligned assessments is continually reviewed during weekly PLC meetings, giving teachers information to drive their instruction and to move students between groups as needed. Designated English Language Development (DELD) is provided to all EL students during each day, by their classroom teacher for at least 30 minutes/ day in a small group or 1:1 setting. Integrated English Language Development (IELD) is provided by the classroom teacher to all students throughout all content areas each day. STEAM education is provided for all students: Activities in the classrooms and/or the STEAM Lab (E.g. STEAM Bin activities, Dash Bot programming, Coding, 3D Printing, Art, Computer Animation, and Little Bits Engineering kits.) Teachers are provided prep time to lesson plan and prepare materials for the newly adopted Science curriculum, as this is the second year of implementation.</p>	All Students	15000 LCFF - Supplemental
1.2	<p>Student Academic Monitoring (LCAP 1.5)            The Student Study Team (SST), consisting of Principal, Counselor, School Psychologist, Speech Pathologist, Gen-Ed and SPED teachers meets monthly to monitor progress of At Promise students, identify intervention plans, and provide teachers with necessary supports to help each student. Research-based intervention programs, accommodations, and strategies are identified and implemented based on students' individual needs,</p>	At Promise Students	2000 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	including targeted small group instruction (Tier 2 and Tier 3 instruction).		
1.3	Broad Course of Instruction / School of Distinction (LCAP 1.13) All students, including English Learners, socioeconomically disadvantaged, and students with disabilities, are exposed to a broad course of instruction through the school of distinction theme of Kagan Cooperative Learning Structures, which prepare students with 21st Century skills. New teachers attend Days 1-5 Kagan Workshops over the course of three years, and all teachers participate in ongoing, on-site Kagan professional development each year. New Kagan materials/resources are provided to all teachers every year.	All Students	2000 Lottery: Instructional Materials  7000 Title II Part A: Improving Teacher Quality  2000 LCFF - Supplemental
1.4	At-Risk Youth Technician to support elementary students by fostering a safe, positive, and inclusive school environment where every child can thrive academically, socially, and emotionally. Work closely with teachers, counselors, and families to identify students who may be experiencing challenges—such as behavioral, emotional, attendance, or academic difficulties—and provide targeted interventions and mentoring. Teach coping and social skills, and connect students to appropriate resources, to empower them to make positive choices.	At risk students - as determined by academic social-emotional, and/or attendance metrics.	30,000 Title I Part A: Allocation
1.5	Certificated Hourly Teacher to provide academic support in Reading, Math, and English language development.	At risk students	31,000 Title I Part A: Allocation
1.6	Substitute Teachers to support teacher to teacher observation- Classroom Learning Lab.	Collaboration and professional development between teachers. Teachers will visit other teachers' classrooms for various blocks of time to observe instructional, SEL and management strategies. (E.g. Kagan Cooperative Learning Structures, classroom procedures, community circles, Math intervention/ enrichment etc.)	3,000 Title I Part A: Allocation
1.7	Tier 2 Reading Intervention materials	Supplemental Reading Intervention materials to be utilized for at-risk students not meeting Reading grade level standard, implemented four days/week for	146.00 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		student in Kindergarten through 5th grade.	
1.8	Professional Development - BeGLAD	Guided Language Acquisition Development training for teachers	40,000.00 Title I Part A: Allocation

# Annual Review

## SPSA Year Reviewed: 2024-25

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.

Targeted Learning time (RTI- Response to Instruction) is provided to students four days per week. Students receive one or more of the following targeted programs: Reading Intervention, Math Intervention, Academic Enrichment. These programs are provided by two additional certificated RTI teachers along with one paraeducator to assist. Students who do not attend Intervention/Enrichment during the RTI block, stay with their classroom teacher and engage in small group instruction, including extension/enrichment activities.

Following the MTSS model, all certificated staff participate in the SST process in order to provide interventions to At Promise students, including ongoing progress monitoring and data analysis.

All classroom teachers provide Integrated English Language Development (IELD) and Designated English Language Development (DELD) to support multilingual students. Teachers implement GLAD strategies, the Ellevation platform, and the Wonders curriculum EL support materials.

Mountain Meadows implements a three year plan to have newer teachers Kagan trained. For the 25/26 school year, one new teacher will complete Day 1 and 2 with the goal of completing all Kagan training (Days 1-5) by the end of the 2027-2028 school year. Two teachers will complete Days 3 and 4, with the goal of completing all training (Days 1-5) by the end of the 2026-2027 school year. Additionally, two other teachers will complete Days 4 and 5, which will complete their Kagan training by the end of this school year. In the Spring of 2025, all teachers participated in a Kagan professional development day focused on "Win Win Discipline." On March 9, 2026, all teachers will participate in another Kagan professional development day focused on "Brain Friendly Teaching." Teachers also receive new Kagan materials each school year.

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

Prop 28 funding partially funds STEAM Learning (along with LCFF funding) by sharing in the salary of the part time STEAM Lab Teacher for the 2025-2026 school year.

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.

Measurable outcome indicators include: RTI data, CAASSP results, CAST results, ELPAC scores, ELPI scores, SST data, Trimester 3 report cards, and additional local assessments.

# 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.

#### Engagement

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Socioeconomically Disadvantaged, and Foster Youth.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Socioeconomically Disadvantaged, and Foster Youth.

### 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.

Based on the 2024-2025 Mountain Meadows Climate Survey, 95% of parents surveyed reported that their child feels safe at school, and 100% of students feel connected to their teacher. These are both increased scores from the prior year. 95% of parents feel well-informed and communicated with about their child's progress and feel welcomed and listened to. Mountain Meadows School will continue to maintain/increase safety, parent engagement/communication, attendance, and a positive school climate.

### 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
Year End Attendance Percentage Rate	Year: 2024-25 Data Source: Q SIS 95.71%	Year: 2025-26 Data Source: Q SIS Maintain 95% or Higher
Percentage of Students Suspended or Expelled One or More Times	Year: 2024-25 Data Source: CA School Dashboard 0.7% Suspended 0% Expelled	Year: 2025-26 Data Source: CA School Dashboard 0.7% or less Suspended 0% Expelled
Percentage of Parents that Feel Well Informed and Communicated With about Their Child's Progress	Year: 2024-25 Data Source: Parent Survey 95%	Year: 2025-26 Data Source: Parent Survey Maintain 95% or Higher
Percentage of Parents that Feel Listened to and Welcomed when Calling or Visiting School	Year: 2024-25 Data Source: Parent Survey 95%	Year: 2025-26 Data Source: Parent Survey Maintain 95% or Higher

## 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	Building Positive Relationships (LCAP 2.3) Staff strives to connect with every student every day. They implement a variety of social emotional learning strategies and reinforce behavioral expectations with focus on positive behavior intervention strategies.	All Students	0 District Funded
2.2	Parent and Family Engagement (LCAP 2.4) Mountain Meadows offers many opportunities for parent and family engagement: Principal chats, monthly PTA meetings, monthly assemblies, school events/programs (day and evening), parent volunteers on site, ELAC, SSC, Newsletters, and Parent Square communication.	All Students	165 LCFF - Supplemental
2.3	Comprehensive Approach to Health and Wellness (LCAP 2.7) Mountain Meadows has a full time counselor on site daily. The Wellness Center is open to teachers and their students multiple times per week. Through ELOP, Mountain Meadows provides the after school intervention program, Find My Genius. The implementation of Second Step continues as a Tier I social emotional learning program. ADL training was provided for all certificated staff in Nov. 2022. SEL professional development continues for all teachers. Compassionate Systems professional development continues for site administration, with implementation of the tools with site staff.	All Students and At Promise students for the ELOP afterschool intervention program	0 District Funded

## Annual Review

**SPSA Year Reviewed: 2024-25**

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.

To implement continuous positive behavior intervention supports, teachers collaborate for ideas, strategies and incentives for students. Supervising yard staff hand out "Golden Tickets" during recess, lunch and PE to students who are modeling the school wide behavior expectations: Be Safe, Be Kind, Be Respectful. Golden tickets go into a raffle drawing during the monthly assemblies. New teachers and staff are trained in CHAMPS. All teachers are SEL trained and provide multiple check-ins for students daily. The teachers teach the Second Step lessons in the classrooms along with the daily check-ins. The principal leads two school wide assemblies per month that reinforce positive behavior and attendance. These assemblies are well attended by students' families. Student candidates for the ELOP afterschool program, Find My Genius, are individually recruited based on unduplicated status.

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

The Mountain Meadows PTA continues to fund many school program/events.

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

Mountain Meadows anticipates that the increase in positive behavior will continue. The number of students participating in the Find My Genius program continues to increase. Attendance rate is improving. Metrics include: CAASPP scores, CA Dashboard, Attention2Attendance (A2A) platform, Parent Survey (Climate Survey)

# 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.

#### Maintaining 21st Century Learning Environments for all students

Provide all students with access to 21st Century Learning aligned with state priorities addressing Basic Services, implementing State Standards, and ensuring Course Access.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all students with access to 21st-century learning aligned with state priorities addressing Basic Services, implementing State Standards, and ensuring Course Access.

MUSD's Goal 3 supports Goal 1 to increase academic achievement for all students to be career/college-ready upon graduation and ensures access to a safe and supportive learning environment that fosters strong relationships and a sense of belonging.

The evaluation of Goal 3 involves various metrics aligned with State Priority 1 - Basic (Conditions of Learning), State Priority 2 - State Standards (Conditions of Learning), and State Priority 7 - Course Access (Conditions of Learning) to provide support and additional actions and services to accomplish Goal 1.

### 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.

This is a maintenance goal to ensure that students and families continue to feel safe and that the environment is conducive to 21st Century learning. Based on the 2024-2025 Climate survey, 95% of parents surveyed reported that their child feels safe at school, an increase from the prior year. Additionally, 81% of parents report that school is clean and inviting.

### 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
Percentage of Parents Reporting that Their Child Feels Safe at School	Year: 2024-25 Data Source: Parent Survey 95%	Year: 2025-26 Data Source: Parent Survey Maintain 95% or Higher
Percentage of Parents Reporting that School Facilities are Clean and Inviting	Year: 2024-25 Data Source: Parent Survey 81%	Year: 2025-26 Data Source: Parent Survey 90% or Higher

### 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	Safety Plans and Training (LCAP 3.2) Develop and implement site safety plans which outline the frequency and content of safety drills and trainings.	All Students	0 District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.2	Access to Materials (LCAP 3.3) Maintain standards-aligned, MUSD board adopted, curriculum to ensure each student has appropriate access to instructional materials.	All Students	0 District Funded
3.3	Appropriately Assigned Teachers (LCAP 3.4) Review teacher assignments each trimester to ensure that teachers are appropriately assigned, to the greatest extent possible.	All Students	0 District Funded
3.4	Facilities in Good Repair (LCAP 3.5) Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	All Students	0 District Funded

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

The strategies/activities were fully implemented and effective based on the 2024-2025 Climate Survey.

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

There are no major differences between the implementation and /or the budgeted expenditures.

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.

There are no specific changes to this goal. However, within the last three years, the following have been additions to the site: Installation of the locked front office door with buzzer entry, reflective tint on all classroom windows and main office building windows that restrict viewing access from the outside, solar panels which also provide a large shade structure for students, an increase in emergency supplies on campus, and the continuation of safety trainings and drills for staff and students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

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

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

### 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
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## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$132,311.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$104,146.00
Title II Part A: Improving Teacher Quality	\$7,000.00

Subtotal of additional federal funds included for this school: \$111,146.00

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF - Supplemental	\$19,165.00
Lottery: Instructional Materials	\$2,000.00

Subtotal of state or local funds included for this school: \$21,165.00

Total of federal, state, and/or local funds for this school: \$132,311.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF - Supplemental	19,165.00
Lottery: Instructional Materials	2,000.00
Title I Part A: Allocation	104,146.00
Title II Part A: Improving Teacher Quality	7,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	40,146.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF - Supplemental	19,165.00
	Lottery: Instructional Materials	2,000.00
	Title I Part A: Allocation	104,146.00
	Title II Part A: Improving Teacher Quality	7,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	132,146.00
Goal 2	165.00
Goal 3	0.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- N/A Secondary Students

Name of Members	Role
Teresa Johnson	Principal
Lisa Austin	Classroom Teacher
Mary Wilford	Classroom Teacher
Kimberly Dingbaum	Other School Staff
Calvin Abbassi	Parent or Community Member
Chet Anekwe	Parent or Community Member
Rebekah Anekwe	Parent or Community Member
Stacey Milgrim-Hicks	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 12/3/2025.

Attested:



Principal, Teresa Johnson on 12/3/25



SSC Chairperson, Calvin Abbasi on 12/3/25

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

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

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023