



# Schoolwide Plan Program (SWP)

## School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadows School	Elementary	19-64832-6095442	March 3, 2025	April 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 Meadows Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

# Plan Description

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

Meadows Elementary School educational partners completed a comprehensive needs assessment and identified areas of growth to determine the essential components of the 2025-2026 Single Plan for Student Achievement. There several areas of need. In the area of academics, specifically Students with Disabilities and English Learners and in the area of pupil engagement with a focus on improved attendance. Goals and strategies were developed to support these identified areas to enhance and support student achievement. These goals are aligned with the Newhall School District's Local Control Accountability Plan (LCAP). Goal 1 includes identifying student groups achieving below academic expectations and creating strategies to support inclusive and equitable instructional opportunities. Goal 2 highlights student engagement and attendance. Strategies were created to educate and support families regarding positive attendance, as well as develop resources at school to promote increased attendance and positive school climate. Strategies were established to support students' social emotional wellbeing and inclusion at school through Meadows' Positive Behavior Interventions and Supports (PBIS) program. Goal 3 focuses on expanding parent involvement and school activity participation. Strategies were developed to increase parent attendance at enrichment and learning support activities. Goal 4 ensures that students have access to high levels of rigor through academic instruction. Strategies were developed to provide professional learning opportunities for staff and to guide the site's Instructional Leadership Team (ILT) cycle data analysis.

## Educational Partner Involvement

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

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

The process to review and update Meadows Elementary School's SPSA was collaborative and comprehensive. Grade level teams reviewed and analyzed student performance data throughout the school year. Meadows' Instructional Leadership Team (ILT), PBIS team, and School Site Council reviewed this data, along with CAASPP trends from previous years, Attendance, and PBIS behavioral data to design the goals and strategies for the School Plan for Student Achievement (SPSA). The Meadows Staff met in January 2025 to review goals and complete a needs assessment. The ILT met in February to create actions needed to meet our goals. The Meadows staff met in February to review proposed goals and give input on strategies. The School Site Council reviewed goals and approved the plan on March 3, 2025. This final draft plan will be brought to the governing board on April 15, 2025 for presentation and approval.

## 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.

Meadows is proud to report that no overall dashboard indicator was orange or red on the California School Dashboard.

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 data on the California School Dashboard shows the overall academic achievement in both English Language Arts and Mathematics as blue, the highest rating. However, in analyzing the performance of our student groups, the Students with Disabilities group scored orange in both English Language Arts and Mathematics which is three performance levels below the all student indicator.

Dashboard data for School Climate reflects our overall performance color as blue, the highest range score. No student groups scored two or more performance levels below the all students indicator.

The overall school performance indicator for Pupil Engagement was green. Three student groups scored two performance level below, at orange. They are: Students with Disabilities, Asian, and Students with Two or More Races.

## Other Needs

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

Meadows staff uses multiple additional data points to measure students' success. While the English Learner student group does not have the required number of students to impact the California Dashboard in Academic achievement, it is a growing student group at Meadows and declined by 25.3 percentage points. English Language Development strategies to support student learning will be added to this year's plan. Based on parent engagement data, there is an opportunity to increase parent meeting participation. Office Data Referrals (ODR) are data points to monitor student conduct and the implementation and needs of the school's PBIS program. In reviewing the current ODR data, we have seen a decrease in concerns during unstructured times such as recess and lunch, but there is still a need for behavior support and emotional regulation strategies. Using student behavioral data, we noticed that the majority of student misconduct occurs during recess and lunch recreational times. A strategy to provide additional support on the playground is to bring in play leaders who can organize student activities and challenges, providing variety and structure to the yard, and enhancing engagement in appropriate play. To support students with acceptable or better behavior, we will continue to fine tune our PBIS practices, refine our individualized check-in / check-out routines, and use data to guide the work of our school counselor.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
706	38.1%	6.2%	0.7%
Total Number of Students enrolled in Meadows Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	6.2%
Foster Youth	5	0.7%
Homeless	9	1.3%
Socioeconomically Disadvantaged	269	38.1%
Students with Disabilities	76	10.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.4%
American Indian	0	0.0%
Asian	29	4.1%
Filipino	20	2.8%
Hispanic	249	35.3%
Two or More Races	36	5.1%
Pacific Islander	0	0.0%
White	337	47.7%

# School and Student Performance Data

## Overall Performance






The 2024 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.

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Blue</p></div>	<div>Chronic Absenteeism</div> <div><p>Green</p></div>	<div>Suspension Rate</div> <div><p>Blue</p></div>
<div>Mathematics</div> <div><p>Blue</p></div>		
<div>English Learner Progress</div> <div><p>No Performance Color</p></div>		

# School and Student Performance Data

## Academic Performance English Language Arts

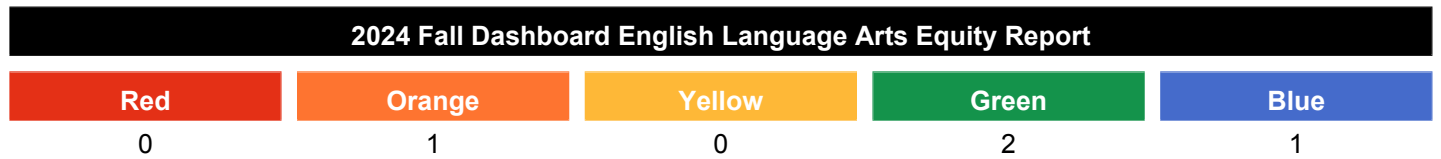
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>60.8 points above standard</div> <div>Maintained 0.4 points</div> <div>417 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>26.2 points above standard</div> <div>Maintained 2.2 points</div> <div>30 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>39.6 points above standard</div> <div>Declined 4.8 points</div> <div>153 Students</div>

<b>Students with Disabilities</b>  Orange 45.6 points below standard Declined 32.2 points 47 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 100.9 points above standard Increased 29.2 points 16 Students	<b>Filipino</b>  No Performance Color 89.4 points above standard Increased 27.7 points 12 Students	<b>Hispanic</b>  Green 33.3 points above standard Declined 6.5 points 150 Students
<b>Two or More Races</b>  No Performance Color 89.1 points above standard Increased 16.9 points 15 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 74.3 points above standard Increased 3.7 points 213 Students

# School and Student Performance Data

## Academic Performance Mathematics

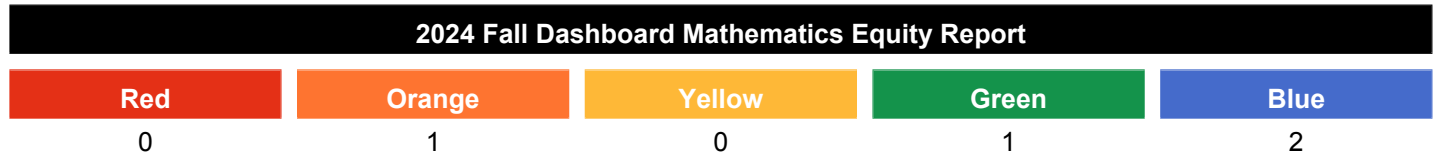
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>50.4 points above standard</div> <div>Maintained 1.9 points</div> <div>418 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>11.1 points above standard</div> <div>Declined 9.1 points</div> <div>31 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>1 Student</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>36 points above standard</div> <div>Maintained 2.1 points</div> <div>154 Students</div>



<b>Students with Disabilities</b>  Orange 44.8 points below standard Declined 36 points 47 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 90.3 points above standard Increased 21.3 points 16 Students	<b>Filipino</b>  No Performance Color 73.3 points above standard Increased 12.3 points 12 Students	<b>Hispanic</b>  Green 26.8 points above standard Increased 3.9 points 150 Students
<b>Two or More Races</b>  No Performance Color 43 points above standard Declined 9.7 points 15 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 64.1 points above standard Increased 3.4 points 214 Students

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>42.9% making progress.</div> <div>Number Students: 28 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 0 Students</div>

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.6%	28.6%	17.9%	25%

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Green

9.6% Chronically Absent

Declined 2.6

722 Students

#### English Learners



Yellow

11.5% Chronically Absent

Declined 6.9

52 Students

#### Long-Term English Learners



No Performance Color

0 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

5 Students

#### Homeless



No Performance Color

8.3% Chronically Absent

0

12 Students

#### Socioeconomically Disadvantaged












Yellow

11.9% Chronically Absent

Declined 6.4

285 Students

<b>Students with Disabilities</b>  Orange 20% Chronically Absent Increased 1.7 85 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  Orange 12.9% Chronically Absent Increased 9.6 31 Students	<b>Filipino</b>  No Performance Color 5% Chronically Absent Increased 5 20 Students	<b>Hispanic</b>  Yellow 12.7% Chronically Absent Declined 4.1 251 Students
<b>Two or More Races</b>  Orange 14.1% Chronically Absent Increased 1.3 64 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 6.4% Chronically Absent Declined 3.6 346 Students

# School and Student Performance Data

## Conditions & Climate Suspension Rate

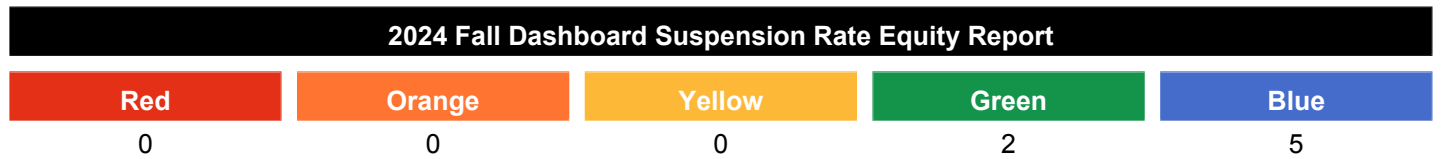
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0.3% suspended at least one day</div> <div>Declined 0.3%</div> <div>726 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 2.6%</div> <div>54 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0% suspended at least one day</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>0.7% suspended at least one day</div> <div>Maintained -0.1%</div> <div>286 Students</div>

<b>Students with Disabilities</b>  <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined 0.9%</p> <p>86 Students</p>	<b>African American</b>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<b>American Indian</b>  <p>No Performance Color</p> <p>0 Students</p>
<b>Asian</b>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>31 Students</p>	<b>Filipino</b>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>20 Students</p>	<b>Hispanic</b>  <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 0.4%</p> <p>255 Students</p>
<b>Two or More Races</b>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>64 Students</p>	<b>Pacific Islander</b>  <p>No Performance Color</p> <p>0 Students</p>	<b>White</b>  <p>Blue</p> <p>0.3% suspended at least one day</p> <p>Declined 0.3%</p> <p>346 Students</p>

# 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 and Other Pupil Outcomes

The goal is for all students to demonstrate mastery of grade level academic standards and language proficiency.

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

LCAP goal to which this school goal is aligned.

Goal 1: To ensure that all students achieve academic success, fostering a positive and inclusive learning environment

### Identified Need

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

While the overall CA Dashboard indicators in both ELA and Math are blue, there are discrepancies in student achievement in several student groups: socioeconomically disadvantaged, students with disabilities, and Hispanic students. Teachers are focused on providing scaffolded and inclusive instructional opportunities for all types of learners. They review student outcomes and work to target students' specific needs.

### 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
California Assessment of Student Performance and Progress (CAASPP) ELA	<p>The ELA Indicator was Blue on CA Dashboard in 2024. This is 60.8 points above standard, Meadows maintained this category by 0.4 percentage points.</p> <p>The following student groups did not earn an indicator ranking of blue:  Socioeconomically Disadvantaged = Green  Students with Disabilities = Orange  Hispanic Students = Green</p>	<p>The expected outcome is for the school to maintain the overall Blue rating.</p> <p>All student groups not reaching the overall school rating to increase by at least one color rating.  Socioeconomically Disadvantaged: Increase to Blue  Students with Disabilities: Increase to at least Yellow  Hispanic Students: Increase to Blue</p>
California Assessment of Student Performance and Progress (CAASPP) Math	<p>The Math Indicator was Blue on CA Dashboard in 2024. This is 50.4 points above standard, Meadows maintained this category by 1.9 percentage points.</p> <p>The following student groups did not earn an indicator ranking of blue:  Students with Disabilities = Orange  Hispanic Students = Green</p>	<p>The expected outcome is for the school to maintain the overall Blue rating.</p> <p>All student groups not reaching the overall school rating to increase by at least one color rating.  Students with Disabilities: Increase to at least Yellow  Hispanic Students: Increase to Blue</p>
English Language Proficiency Assessments for California (ELPAC)	<p>Meadows does not have a large enough number of students in the English Learner student group to generate a ELPI Indicator on the CA Dashboard</p>	<p>The expected outcome is for the school to continue to increase the percentage of students that move up a English Learner Proficiency level.</p>

	in 2024. Of students that took the ELPAC, 42.9% of students maintained a 4 or increased an English Learner proficiency level.	
California Science Test (CAST)	In 2024, 66% of 5th grade students scored proficient on the CAST.	The expected outcome for the school is that 80% of 5th grade students will meet or exceed grade level standards.
District Mathematics Unit Assessments (Kindergarten-2nd Grade)	<p>Percent Proficient by Unit</p> <p>Kindergarten</p> <p>Unit 2: 82.8%</p> <p>Unit 3: 76.8%</p> <p>Unit 4: 76.1%</p> <p>Unit 5: 91.6%</p> <p>Unit 6: results due beginning of May</p> <p>First Grade</p> <p>Unit 1: 90.6%</p> <p>Unit 2: 92%</p> <p>Unit 3: 94.3%</p> <p>Unit 4: 87.4%</p> <p>Unit 5: 94.3%</p> <p>Unit 6: results due in April</p> <p>Second Grade</p> <p>Unit 1: 82.1%</p> <p>Unit 2: 87.5%</p> <p>Unit 3: 77.9%</p> <p>Unit 4: 86%</p> <p>Unit 5: 96.8%</p> <p>Unit 6: results due in April</p>	Each grade level to increase by 5% or more students meeting or exceeding standards.
District English Language Arts Cycle Assessments (Kindergarten - 2nd Grade)	<p>Percent Proficient by Cycle</p> <p>Kindergarten:</p> <p>Cycle 1: 55.20%</p> <p>Cycle 2: 58.9%</p> <p>Cycle 3: 70.8%</p> <p>Cycle 4: results due in April</p> <p>Cycle 5: results due in May</p> <p>First Grade::</p> <p>Cycle 1: 84.10%</p> <p>Cycle 2: 88.8%</p> <p>Cycle 3: 84.4%</p> <p>Cycle 4: 94.4%</p> <p>Cycle 5: results due in May</p> <p>Second Grade:</p> <p>Cycle 1: 77.2%</p> <p>Cycle 2: 61.5%</p> <p>Cycle 3: 84.9%</p> <p>Cycle 4: 80.6%</p> <p>Cycle 5: results due in May</p>	Each grade level to increase by 5% or more students meeting or exceeding standards.



## 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	All students will be assessed using district and teacher created assessments. Teachers will use this data to plan tiered cycles of targeted instruction with ongoing assessment. These ongoing assessments will also allow teachers to immediately form WIN groups for students in need of additional support and/or enrichment. Designated WIN time blocks with small group rotations will be held for ELA and Math. Grade level teachers will be supported by the Learning Support Teacher for ELA in grades K-2 and three curriculum specialists shared among K-6 grades for both ELA and Math support.	All Students	12000 Supplemental Teacher extra hourly for ELA cycle & math intervention planning 65000 Supplemental Curriculum Specialists
1.2	Student Study Mentor programs will continue before and/or after school to support student growth in foundational skills: Literacy Leaders- a program in which emergent primary readers and proficient upper grade will work together to practice site word and fluency skill and Mathematicians Club- a program to support students with math fact fluency.	Tier 2, 3 Students and Students with Disabilities	7000 Supplemental Teacher extra hourly and materials
1.3	Provide equitable access to rich and diverse literature	All Students	5000 Base Grant Materials for library and classrooms
1.4	Ensure that the needed science lab materials are accessible to all classrooms and in the science lab to implement science instruction. Create science lab buddies for primary and upper grade students to foster science leadership opportunities for upper grade students. Promote PTSA sponsored science fair by hosting a school wide science assembly.	All Students	5000 Supplemental resources and materials

## 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.

In reviewing the academic strategies implemented during the 2024-2025, teachers have partnered with three curriculum specialists to provided tiered supports for students across all grade levels in ELA. Grade levels have worked to refine the targeted tier 2 instruction in ELA this year and are transferring those strategies to tiered math supports. Literacy Leaders continue to provide emergent readers additional motivating reading support. Mathematician Club has provided opportunities for continued math support and growth. Teachers have used collaborative professional learning time to build their depth of knowledge around Amplify Science and partnered with classes in the science lab. This year we doubled the number of entries in the PTSA sponsored Science Fair. In analyzing the data from ELA Cycle assessments and WIN cycle grade level groups, these strategies have been effective in increase student achievement.

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

This year instead of moving forward with Be Glad trainings, the funding that had be allocated for this was moved to support all teachers in the planning, developing and implementing of the five English Language Arts Cycles.

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

In the 2025-2026 school year, professional learning opportunities will be provided to support EL students' designated and integrated instruction. Inclusive practices and Trauma Informed Practices training will be provided to support inclusive and equitable experiences for all students. These strategies will be found in Goal 4 to provide continued support for our students with disabilities and English Language Learners.

# 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.

#### Student Engagement and School Climate

All students will attend school daily, actively participate, and demonstrate a strong sense of connection and belonging.

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

LCAP goal to which this school goal is aligned.

Goal 2: To enhance student engagement and foster a positive school climate, ensuring that every student feels connected, supported, and motivated to actively participate in their educational journey

### 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.

Students with chronic absenteeism struggle to make academic progress as a result of missed instructional opportunities. Some students that are chronically absent have excused absences for illness, are experiencing anxiety or school refusal, or have other unexcused reasons (i.e. family vacations). The 2024 CA Dashboard indicates that 9.6% of students at Meadows are chronically absent - meaning they missed at least 18 days of instruction during the school year. Family support, parent education, and community outreach regarding the importance of daily attendance continue to be strategies implemented for all student groups. While this is a 2.6% improvement from last year, there is still room for growth. Students who are chronically absent sometimes demonstrate behavioral dysregulation which hinders their ability to successfully engage in the learning environment and unstructured playtimes. Participation in the California Healthy Kids Survey increased by 18% this year and indicated that most students feel safe and are academically motivated at a school. School connectedness and social emotional learning and supports metrics were below 80%. This is an area to grow support for students during classroom social emotional learning lessons and additional access to the Wellness room on campus.

### 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
California Indicator	Dashboard	Suspension	<p>Overall color rating: Blue Percent suspended at least one day: 0.3% Declined: 0.3 percentage points</p> <p>Student groups that earned a color rating below the overall school color: Socioeconomically Disadvantaged: Green Students with Disabilities: Green</p>	<p>The school will maintain the Blue rating.</p> <p>All student groups will increase by at least one color rating. Socioeconomically Disadvantaged: Increase to Blue Students with Disabilities: Increase to Blue</p>
California Indicator	Dashboard	Chronic Absenteeism	<p>Overall color rating: Green Percent chronically absent: 9.6% Declined: 2.6%</p> <p>Student groups that earned a color rating below the overall school color: Students with Disabilities: Orange</p>	<p>The school will increase by at least one color rating to Blue .</p> <p>All student groups will increase by at least one color rating. English Learner: Increase to Green</p>

	English Learners: Yellow Hispanic: Yellow Socioeconomically Disadvantaged: Yellow Asian: Orange Two or More Races: Orange	Socioeconomically Disadvantaged: Increase to Green Students with Disabilities: Increase to Yellow Hispanic: Increase to Green Asian: Increase to Yellow Two or More Races: Yellow
California Healthy Kids Survey	Percentage of students engaged based on key indicators: School connectedness: 72% Academic motivation 84% Social Emotional Learning and Supports: 67% Feel safe at school: 81%	The scores in of the each indicators will increase to 85%.
PBIS Award	Earned Gold Recognition	Meadows will maintain the Gold Recognition aligned with our current tier in the PBIS program.

## 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	Staff will partner with PTSA and School Site Council to build families' understanding around the importance of daily attendance and the potential for negative academic impact of avoidable absences. Administration and parent organizations will include messaging about the importance of daily attendance during family engagement opportunities throughout the year. Information will be shared regarding the correlation between regular attendance and student achievement. Weekly messaging about the importance of attendance will be shared with families.	All Students	2000 Base Grant resources and materials
2.2	The School Attendance Team consisting of administrators, teachers, and the school counselor will proactively check in with families that fall into the Manageable Attendance category to help create attendance plans to assist with removing potential attendance barriers for students at risk of being chronically absent.	All students	1500 Base Grant resources and materials
2.3	The PBIS team will use a school-wide attendance incentive at the classroom level to ensure positive attendance on daily and monthly basis. A monthly individual attendance recognition system will be put into place to encourage all healthy students attending school daily.	All students	2000 Base Grant teacher extra hourly and materials
2.4	To support students' social emotional wellbeing, students will have access to the Wellness Room, tiered behavior supports, counseling, a check in and check out system, and learning breaks as needed.	All Students	2000 Supplemental materials and resources
2.5	Social emotional resources, curriculum, behavioral support resources, and Trauma Informed Practices	All Students	8000 Supplemental

	professional learning will be used to engage students and staff in meaningful tier 1 and tier 2 positive behavior interventions and supports.		resources and extra hourly
<b>2.6</b>	Structured recess times to offer organized games using recess play based curriculum, explicitly teach rules of all games on the playground, create recess buddy activities to give students the opportunity to mindfully engage with other students and build friends across classrooms and grade levels	All Students	2000 Supplemental equipment
<b>2.7</b>	Refine school wide PBIS expectations and create behavior choice lessons and teaching opportunities for all educational partners.	All students	2500 Base Grant extra hourly
<b>2.8</b>	Plan and hold school based activities for students and families (i.e Family Picnic) on historically lower attendance days.	All Students	500 Base Grant resources and signage
<b>2.9</b>	Partner with Straightening Reins to provide on site counseling lessons and animal therapy for six weeks	Tier 2 and Tier Students Students with Disabilities Socioeconomically Disadvantaged Students	6000 Supplemental Straightening Reins

## 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 focus on addressing students at risk of being chronically absent and implementing school wide attendance celebrations has shown an increase in daily attendance and decrease in chronically absent students. Structured play continues to be effective in supporting students during unstructured recess and lunch times. The number of both minor and major office data referrals continues to decrease. Students' use of the wellness room and establishing check in and check out systems has supported students benefiting from additional supports effectively this year.

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

This goal was implemented as written.

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

The addition of Straightening Reins strategy 2.9 for this goal is new for the 25-26 school year. It was previously funded by a grant and the gains in students' social emotional wellbeing and attendance indicates that it is a positive component to further student success,

# 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.

#### Parental Involvement and Family Engagement

The goal is to increase parent involvement in school decision making and increase family participation at school events.

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

LCAP goal to which this school goal is aligned.

Goal 3: To expand partnership with parents in decision-making processes and school activities, fostering a collaborative and supportive environment that positively impacts student success

### 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.

Parent participation during family engagement school activities, enrichment, and parent conferences represent the highest levels of parent engagement. These activities are often well communicated and occur in the evening or on minimum days. Parent meetings and activities for specific student groups have lower attendance rates. These meetings or activities take place more often during morning. All meetings were hosted in person this year. In comparing the difference between parent engagement activities, the best attended events take place in evenings, are well advertised, and include a student or student - parent enriching component. Using the strategies implemented for successful events should support increased parent attendance to learning and support activities and parent committee meetings.

### 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
Parent Survey	Percentage of parents who indicate that they are encouraged to participate in school activities: ____ Percentage of parents who indicate that the school communicates with parents: ____ ** Survey results expected in June.	To increase parent agreement that they are encouraged to participate in school activities to 90% or higher. To increase the parent agreement that the school communicates with parents to 90% or higher.
School activities that provide opportunities to participate	Average number of families that attend social events: 450 Average number of families that attend learning / enrichment events: 200 Average number of parents that attend learning / support events: 41	To increase the average number of families that attend social events to 500 or more. To increase the average number of families that attend learning / enrichment events to 225 or more. To increase the average number of parents that attend learning / support events to 50 or more.
Parent and teacher conferences	Percentage of parents who attended fall parent conferences: 96%	To increase parent attendance to 100%

Parent Committees	English Language Advisory Council (ELAC): Number of meetings: 3, average percent of EL students represented: 23% School Site Council: Number of meetings 4, Average percent of elected members who attend: 90% Parent Teacher Association: Number of meetings 9, average percent of members who attend: 10%	To increase representation at the ELAC to represent 50% of English learning students. To increase elected member attendance at SSC meetings to 100% To increase parent participation at PTA meetings to 30%
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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
3.1	Include meaningful student and/ or class activities, and presentations at parent committee meetings (i.e. PTSA and ELAC meetings) to encourage family participation and increase attendance at meetings	All Students	1700 Base Grant teacher extra hourly 2000 Base Grant resources and material
3.2	Identify meeting times and formats (in person/ online) to support family accessibility to meetings. Offer multiple opportunities for participation. Provide childcare during meetings to remove attendance barriers.	All Students	1000 Base Grant extra hourly
3.3	Provide multiple methods of home communication, digital and paper, and increase school signage to promote and increase parent attendance at upcoming events.	All Students	2000 Base Grant communication resources
3.4	Provide parent volunteer trainings at the beginning of the school year to set expectations and training volunteers on the proper use of school work room and classroom needs.	All Students	200 Base Grant materials
3.5	Provide parent workshops on PBIS and Academic strategies to support the home school connection.	All Students	5000 Base Grant resources and material
3.6	Host free family events i.e. game nights, book clubs to increase family school connectiveness.	All Students	5000 Base Grant materials
3.7	Survey parents regarding preferred methods of communication, days and time that work best for campus activities.	All Students	

## 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.



We have increased and adjusted the notification of school wide events to encourage family participation. This includes signage, parentsquare messages, new monthly calendar, phone call and email reminders for committee members and paper notices home. We are seeing an increase in family participation.

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

This goal was implemented as written for strategies 3.2 and 3.3 . Due to the inconsistency in the music teacher schedule, we did not schedule performances at meeting events. This is a strategy we will work to implement next school year and are planning with PTSA.

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

In addition to implementing class presentation at PTSA and ELAC meetings next year, we will be offering volunteer training opportunities, strategy 3.4 for potential school volunteers to hopes of increasing parent volunteers for school wide and classroom needs. We will also provide both academic and PBIS strategy workshops, Strategy 3.5, to provide parents tools to best support their children outside of the school.



# 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.

#### **Basic Services, Implementation of State Standards, and Access to Courses**

The goal is to ensure that all students are taught academic standards at a high level of rigor in all content areas, using instructional materials aligned with standards.

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

LCAP goal to which this school goal is aligned.

Goal 4: To provide equitable access to basic services, rigorous implementation of state standards, and increased accessibility to a diverse range of courses for all students within the school district

### 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.

Meadows staff focused on the Instructional Growth goal of building capacity around Curriculum & Pedagogy- Scaffolding (CP5 on the 5D+ rubric) and how to provide scaffolds that support the development of targeted concepts. This work aligned with the staff's PLC focus of refining Tier 2 instruction and building capacity with the ELA cycles of instruction. As a Professional Learning Community, staff focused on PLC question 3- "How do we respond when students don't learn?" and participated in a book study to build their capacity in tier 2 implementation. As staff analyzed data and identified needs and trends, additional needs around tier 2 interventions were identified as an area of continued focus for professional learning to support student achievement for all student groups with a targeted lens to support students with disabilities who fall in the Orange in both Math and English Language Arts.

### 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
Staff Development / Professional Development	<p>Instructional Growth Goal: Staff participated in professional learning during staff meetings focusing the best practices on scaffolds and tier 2 interventions.</p> <p>PLC Focus: Staff monitored student achievement data, developed cycles of targeted tier 1 and tier 2 instruction and reviewed effective scaffold strategies during PLC team meeting, grade level collaborative work and partnering with the site Learning Support teacher.</p> <p>These site based professional learning opportunities were facilitated by site administrators, the school psychologist and the Instructional Leadership Team.</p> <p>Through data analysis and trends observed, grade levels participated in multiple tier 2 WIN cycles for ELA and math to support student learning. Staff indicated that refining implementation of tier 2 interventions, both in academics and behavior, and how to provide effective enrichment would be a next step to strengthen their practice.</p>	<p>Instructional Growth Goal: In 25-26, the instructional lens will support tier 2 interventions. Staff will continue to build their capacity around the 5D+ indicator: Curriculum &amp; Pedagogy 5. Use of Scaffolds. To build capacity around CP.5, one staff meeting a month will be dedicated to staff planning around effective scaffolds for upcoming units of instruction.</p> <p>PLC Focus: Staff will focus on implementation of tier 2 intervention (PLC question 3) and enrichment (PLC question 4) during targeted cycles of instruction and see fewer students in tier 2/3 groups.</p>
Instructional Leadership Team Data Analysis and Outcomes	<p>The Meadows Instructional Leadership Team facilitated a book study on "Best Practices at Tier 2" during staff meetings. 100% of teachers participated in our book study.</p> <p>Site administrators saw an increase in the use of these best practices during tier 2 as evidenced by classroom observations.</p> <p>The next step for staff will be to apply their learning to refine their small groups and tier 2 instruction. The WIN cycle data will show student growth and analysis and reflection of effective practices.</p>	<p>In the 25-26 school year, the expected outcome of staff will see numbers decrease in their tier 2 group participation as effective scaffolds and strategies are put in practice. The overall outcome will be increased student achievement.</p>

## 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

4.1	Create an inclusive practices site team. Participate in professional learning opportunities to build capacity around inclusive practices in academic and unstructured time on campus for staff members.	Students with disabilities	3500 Base Grant extra hourly 2000 Base Grant resources and materials
4.2	Provide professional learning to staff on Trauma Informed Practices to build capacity around supporting students' behavior and needs to support students with tier 2 behavioral needs.	All Students	4500 Supplemental resources and extra hourly
4.3	Professional learning opportunities in English Language Development will take place with a focus on ELD best practices, ELPAC training resources in ELlevation, and partnering with district coach and Be GLAD training. Offer Be Glad professional growth opportunities for teachers during staff meetings.	English Learner Students	13000 Supplemental extra hourly 1000 Supplemental materials
4.4	The ILT continue providing professional learning on tier 2 & 3 interventions, the use of scaffolding based on data analysis, and focus on building a schedule to best positively impact daily instruction.	All students	2500 Supplemental extra hourly
4.5	Professional learning facilitated by the PBIS team, administrators, and school psychologist to build capacity of teachers around tier 2 Positive behavior interventions and supports, and create support resources.	All Students	LCFF/District Funded  1600 Base Grant resources and materials

## 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.

Teachers built their capacity around the new ELA cycles of instruction and data reflections sessions resulting in improved instructional strategies and student growth. They successfully completed a book study on the best practices to support tier 2 and started refining their current practices.

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

The inclusive practices team and Be Glad trainings were not implemented this year. The funding allotted to these activities was used to support teacher professional development and the implementing of the five English Language Arts Cycles and supplement the work of strategy 1.1 in goal 1.

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

The staff will participate in professional learning on Trauma Informed Practices, strategy 4.2. These strategies will support all student groups that have students that have been impacted by trauma and tier 2 behaviors. This strategy supports the goals in Meadows Comprehensive School Safety Plan as well.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$165,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
Base Grant	\$37,500.00
Supplemental	\$128,000.00

Subtotal of state or local funds included for this school: \$165,500.00

Total of federal, state, and/or local funds for this school: \$165,500.00