

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Homes Elementary School	07-61754-6004154	2/15/2024	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
The purpose of this plan is to provide transparency to all stakeholders including parents, staff, and community on budget allocation and expenditures beyond base funding of local control funding formula and Title 1, as they relate to improving academic performance for all students. Meadow Homes Elementary School has been identified for Additional Targeted Support and Improvement for the following student groups: Asian.

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

Meadow Homes Elementary School's plan mirrors the LCAP goals of Mt. Diablo Unified School District, with our focus on providing high quality instruction, creating and maintaining culturally proficient teachers, cultivating a welcoming environment for parents in order for them to be a part of our school and their child's academic success, with particular attention to our focus scholars-

specifically Black/African American students, Foster Youth, and students experiencing homelessness.

In order to accomplish these goals, we will focus on our understanding and use of research based instructional practices:

Release time for teachers to collaborate, receive instructional coaching and participate in professional learning, with a focus on training for new teachers (paid for by block grant - Educator Effectiveness dollars)

Implementation of Accelerated Learning strategies for Math.

Multiple measures of student performance data throughout the school year and adaptive online support in Reading and Math.

Full time Intervention teacher to do additional assessment and provide Tier 2 Reading support.

Celebration of student success in academics, attendance and SEL.

Daily SEL routines, Mindfulness practice and structured activities during recess to support the social and emotional growth of our students.

Hire a full time Community Liaison to bring impactful presentations, learning and volunteer opportunities to our families.

Expand parent engagement to include a more comprehensive cross section of our community.

Access to arts instruction to enrich student learning.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CAL Schools survey is administered to all 5th graders, staff and families each year.

Classroom Observations

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

Formal and informal observations take place throughout the school year. Formal observations are done a minimum of twice a year for teachers on the evaluation cycle (every year for probationary staff and every other year for permanent staff). We use the California Standards for the Teaching Profession as a guide for evaluation. Classroom walkthroughs are done weekly and teachers receive notes from the walkthrough. They can set up a time to discuss the informal notes if desired.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Over the course of the school year students are assessed three times using the iReady Diagnostic Assessment in grades kindergarten through fifth grade for Math and in grades first through fifth for English Language Arts.

The iReady diagnostic also measures a yearlong target goal for each student to indicate one-year of academic growth, independent of student grade-level performance.

Additional assessments using ESGI are also used in Kindergarten. Pearson Developmental Reading Assessment (DRA) is also used in the fall by grade 1-5 and spring by K-5. MDUSD Writing Assignments for the three writing genres are given, and teachers examine writing scores in their grade levels. i-Ready and DRA assessments will be complete in time for fall conferences, so that parents have baseline data on their child's progress. This year the staff will use the MDUSD writing rubric to develop pre and post assessments for informational / explanatory writing, as well as for opinion writing, as these are weaknesses in our student performance data.

The data gathered from these sources is used to guide instruction and create Tier 2 and Tier 3 intervention groups, and to refer students to the SST process.

Initial ELPAC is given to all new students early in the year or upon enrollment based on Home Language survey responses. The summative ELPAC is given in the spring to all English Learners.

Interim Assessment Benchmarks are used to gauge Math proficiency aligned with Common Core Standards, as well as to prepare students to the the state tests. CAASPP is given to all 3rd-5th graders and the PFT and CAST are administered to 5th grade.

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

CARE team, SSTs and ELRT are more formal meetings held to address concerns with student performance. Teacher submit a referral to start the CARE / SST process. ELRT is based on students' progress in English proficiency.

Teachers review iReady, DRA, CAASPP and ELPAC data for their own classes and for their grade levels at grade level collaboration meetings. This data, combined with classroom performance and grade level common assessments, provides further information for the formation of small group intervention, utilizing the site MTSS chart. School-wide collaboration will also take time to review these data sets in conjunction with planning instruction.

The school's reclassified fluent English proficiency data is reported to staff and community. Student needs and progress are also discussed regularly, and used to make financial decisions, particularly for the use of our Title I budget.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

22/26 teaching staff employed at the site are appropriately credentialed or enrolled in state approved credentialing program. All bilingual classrooms where instruction is in Spanish are staffed by BCLAD certified teachers.

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

22/26 teaching staff employed at the site are appropriately credentialed or enrolled in state approved credentialing program. Teachers continue to receive Professional Development around best practices with Math, ELD and Reading Instruction.

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

Learning acceleration and upholding the 3 Pillars of Dual Language education are all about helping students achieve grade level content mastery, sociocultural competence, and literacy or biliteracy. Staff development will address the particular areas of need in our student data, and our staff's capacity to meet students' needs.

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

Meadow Homes Elementary provides high quality professional development in literacy, mathematics, social emotional learning, and the analysis and use of data. The school district has partnered with TNTP to provide additional professional learning around learning acceleration. Our Educator Effectiveness money will be used for teachers to take release time together to plan lessons and analyze student data together. District TSAs are invited to work with teachers during these release times.

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

All teachers will have collaboration time after school on early release Wednesdays. Two Wednesdays per month are run by site administration, one is for grade level collaboration, and one is to be used at the teacher's discretion. The Educator Effectiveness money will be used for teachers to take release time together with grade level or vertical colleagues to plan lessons and analyze student data together.

Teaching and Learning

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

All curriculum, instruction and materials are aligned to CA state content and performance standards.

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

Meadow Homes adheres to the required instructional minutes for reading/language arts and mathematics and includes extended, Full Day Kindergarten and Transitional Kindergarten.

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

School schedule allows for daily designated ELD, reading and math intervention and targeted groups.

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

Standards-based instructional materials appropriate to all student groups are available, including a separate SLA adopted curriculum for students in the Dual Language Program.

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

Meadow Homes uses district adopted and standards-aligned materials.

Opportunity and Equal Educational Access

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

All students at Meadow Homes are provided with universal access to the regular program via a Multi-tiered System of Support (MTSS). Students in grades TK-1 have access to Chromebooks while in class. Students in grades 2-5 have a district assigned Chromebook for use at home and at school. Hot spots are available as needed.

Evidence-based educational practices to raise student achievement

Many evidence-based practices are in use at Meadow Home. Our focus this year will be accelerated learning and using the adopted curriculum to align with Science of Reading to promote higher levels of literacy and biliteracy.

Parental Engagement

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

Title I and LCFF funds are used to involve parents and the community (i.e. evening events, babysitting, translation, fingerprint etc.). The school district facilitates meetings such as DELAC which foster parent input as stakeholders in their children's education. Some Title I funds are used to pay for roving subs so that SSTs and other parent conferences can be held with teachers during the day.

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

Parents, teachers, staff, and community members provide input in the site plan through feedback at meetings (SSC, ELAC, Coffee, Platicas, Gap). The efficacy of the plan is evaluated annually by SSC members through a thorough examination of measured goals and their outcomes.

Funding

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

Meadow Homes uses Title I funds to support a 1.0 FTE Community Liaison for parent assistance and advocacy. The supplemental support includes: translating parent meetings, contacting parents, advising parents, and coordinating programs that support families. This supplemental support position is critical in helping parents fully participate in their children's education.

Title I and LCFF monies also fund a full time Reading Intervention Teacher to support our students in the areas of letter/sound recognition, site word recall, vocabulary development, and reading comprehension.

We have a full time ELD teacher who coordinates and supports our school-wide designated ELD program, newcomer language intervention, as well as, assessment, student data and the reclassification process. This position is district funded.

Fiscal support (EPC)

Mt. Diablo distributes targeted supplemental funds to support the initiatives in the Local Control Accountability Plan and in each school's Single Plan for Student Achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Principal initially proposed expenditures to the Leadership team on 9/19/23 to take back to grade levels and provide input. A google form went out to gather input on larger fiscal items proposed, and which ones to prioritize. An additional leadership team meeting was held 9/26/23 to share the feedback with leadership. The input was shared with the site council on 9/28/23, where SSC reviewed and voted on the first iteration of the SPSA. Parents reviewed goals and allocations at Principal's coffee and parent groups held the week of 10/23/23.

When LCFF allocations increased, the SSC met again to review the updated budget and allocate additional funds to different projects or FTE. The SSC meets each month and makes adjustments as necessary to meet the needs of or students and faculty.

Resource Inequities

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

There is a 1.0 vacancy in our Resource FTE. We began the year with a .5 FTE deficiency, and were fully staffed for a portion of the year. There are two longer term subs covering the caseload minutes and case management.

TK classroom aides and one instructional aide for the Resource classroom were not fully staffed until October 2023.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	2.5%	2.76%	3.21%	19	20	24
Asian	7.5%	6.91%	7.75%	57	50	58
Filipino	2.1%	1.38%	1.6%	16	10	12
Hispanic/Latino	78.7%	80.11%	75.94%	596	580	568
Pacific Islander	0.7%	0.41%	0.4%	5	3	3
White	2.6%	2.90%	3.07%	20	21	23
Multiple/No Response	1.6%	1.66%	1.74%	12	12	13
	Total Enrollment			757	724	748

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	133	127	142
Grade 1	130	114	124
Grade 2	132	133	109
Grade3	123	119	134
Grade 4	119	126	115
Grade 5	120	105	124
Total Enrollment	757	724	748

Conclusions based on this data:

1. The data above indicates Meadow Homes' total enrollment has increased to almost the same level as 2020-21.
2. The data above indicates that our Hispanic/Latino population is our largest.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	431	509	502	56.9%	70.3%	67.1%
Fluent English Proficient (FEP)	152	127	129	20.1%	17.5%	17.2%
Reclassified Fluent English Proficient (RFEP)	33			7.7%	11%	

Conclusions based on this data:

1. The three year data indicates that our RFEP rates have gone up.
2. The data indicates that our percentage of English Learners decreased about 3% in the past year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	124	121	128	111	115	122	102	115	122	89.5	95.0	95.3
Grade 4	117	127	121	108	120	114	104	120	114	92.3	94.5	94.2
Grade 5	127	111	123	115	105	119	108	105	119	90.6	94.6	96.7
All Grades	368	359	372	334	340	355	314	340	355	90.8	94.7	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2321.	2341.	2335.	0.98	6.09	2.46	9.80	10.43	12.30	17.65	19.13	21.31	71.57	64.35	63.93
Grade 4	2366.	2385.	2385.	2.88	5.83	7.02	8.65	13.33	13.16	17.31	20.83	17.54	71.15	60.00	62.28
Grade 5	2405.	2430.	2401.	2.78	0.95	1.68	11.11	18.10	14.29	17.59	29.52	15.13	68.52	51.43	68.91
All Grades	N/A	N/A	N/A	2.23	4.41	3.66	9.87	13.82	13.24	17.52	22.94	18.03	70.38	58.82	65.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.00	6.96	2.46	38.00	44.35	50.82	58.00	48.70	46.72
Grade 4	2.91	1.67	6.14	52.43	55.83	56.14	44.66	42.50	37.72
Grade 5	4.72	1.90	2.52	48.11	60.00	51.26	47.17	38.10	46.22
All Grades	3.88	3.53	3.66	46.28	53.24	52.68	49.84	43.24	43.66

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.00	3.48	0.83	28.57	34.78	46.28	71.43	61.74	52.89
Grade 4	1.00	6.67	3.51	35.00	49.17	42.11	64.00	44.17	54.39
Grade 5	3.03	2.86	1.69	42.42	57.14	40.68	54.55	40.00	57.63
All Grades	1.35	4.41	1.98	35.35	46.76	43.06	63.30	48.82	54.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.03	3.48	4.96	67.68	67.83	60.33	29.29	28.70	34.71
Grade 4	3.92	2.50	7.89	65.69	66.67	69.30	30.39	30.83	22.81
Grade 5	1.89	5.71	5.88	67.92	73.33	62.18	30.19	20.95	31.93
All Grades	2.93	3.82	6.21	67.10	69.12	63.84	29.97	27.06	29.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	0.98	3.48	1.64	50.00	45.22	55.74	49.02	51.30	42.62
Grade 4	1.94	2.50	5.26	59.22	56.67	54.39	38.83	40.83	40.35
Grade 5	4.63	3.81	5.88	45.37	65.71	44.54	50.00	30.48	49.58
All Grades	2.56	3.24	4.23	51.44	55.59	51.55	46.01	41.18	44.23

Conclusions based on this data:

1. Based on the data, 95.4% of 3rd, 4th and 5th graders participated in the state testing
2. The percentage of students at "Below Standard" increased in each domain in 22-23, compared to the year before.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	124	121	128	110	118	128	104	118	127	88.7	97.5	100.0
Grade 4	117	127	121	106	123	116	106	123	116	90.6	96.9	95.9
Grade 5	127	111	123	115	105	119	110	105	119	90.6	94.6	96.7
All Grades	368	359	372	331	346	363	320	346	362	89.9	96.4	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2354.	2366.	2375.	3.85	5.08	2.36	11.54	13.56	19.69	18.27	23.73	29.92	66.35	57.63	48.03
Grade 4	2377.	2410.	2421.	0.94	1.63	4.31	4.72	15.45	18.10	25.47	31.71	35.34	68.87	51.22	42.24
Grade 5	2413.	2404.	2401.	0.91	0.00	2.52	9.09	2.86	5.04	16.36	24.76	18.49	73.64	72.38	73.95
All Grades	N/A	N/A	N/A	1.88	2.31	3.04	8.44	10.98	14.36	20.00	26.88	27.90	69.69	59.83	54.70

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	4.85	5.08	6.30	33.01	44.92	48.03	62.14	50.00	45.67	
Grade 4	0.95	6.50	7.76	23.81	40.65	39.66	75.24	52.85	52.59	
Grade 5	1.85	0.00	0.84	33.33	22.86	21.85	64.81	77.14	77.31	
All Grades	2.53	4.05	4.97	30.06	36.71	36.74	67.41	59.25	58.29	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.77	6.78	2.36	31.73	34.75	51.18	62.50	58.47	46.46
Grade 4	2.83	4.88	6.03	33.02	41.46	52.59	64.15	53.66	41.38
Grade 5	0.92	2.86	4.20	41.28	44.76	31.93	57.80	52.38	63.87
All Grades	3.13	4.91	4.14	35.42	40.17	45.30	61.44	54.91	50.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.81	6.78	6.30	60.58	57.63	65.35	34.62	35.59	28.35
Grade 4	1.90	3.25	4.31	40.95	51.22	58.62	57.14	45.53	37.07
Grade 5	0.00	0.00	0.84	55.96	46.67	41.18	44.04	53.33	57.98
All Grades	2.20	3.47	3.87	52.52	52.02	55.25	45.28	44.51	40.88

Conclusions based on this data:

1. Based on the data, an average of 97.6% of 3rd, 4th and 5th graders participate in the state testing
2. The % Below Standard decreased in each domain.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	1411.9	1412.8	1426.2	1423.2	1378.5	1388.1	104	106
Grade 1	1409.3	1428.4	1430.7	1441.3	1387.4	1414.9	91	89
Grade 2	1488.5	1470.2	1502.3	1472.8	1474.1	1467.2	105	92
Grade 3	1494.1	1491.5	1507.0	1500.5	1480.8	1482.0	91	85
Grade 4	1513.3	1525.3	1522.6	1529.6	1503.5	1520.6	67	83
Grade 5	1510.2	1537.0	1516.8	1539.6	1503.0	1533.8	55	52
Grade 6								
Grade 7								
Grade 8								
Grade 9								
Grade 10								
Grade 11								
Grade 12								
All Grades							513	507

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	15.38	11.32	28.85	34.91	31.73	33.02	24.04	20.75	104	106
1	2.20	6.74	19.78	24.72	39.56	33.71	38.46	34.83	91	89
2	18.10	14.13	44.76	35.87	25.71	31.52	11.43	18.48	105	92
3	12.22	16.47	36.67	34.12	41.11	31.76	10.00	17.65	90	85
4	23.88	30.49	38.81	41.46	28.36	18.29	8.96	9.76	67	82
5	16.36	32.69	34.55	32.69	29.09	17.31	20.00	17.31	55	52
All Grades	14.26	17.19	33.79	33.99	32.81	28.66	19.14	20.16	512	506

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	21.15	18.87	32.69	28.30	22.12	33.02	24.04	19.81	104	106
1	12.09	22.47	28.57	21.35	37.36	34.83	21.98	21.35	91	89
2	42.86	30.43	33.33	35.87	15.24	19.57	8.57	14.13	105	92
3	37.78	41.18	46.67	30.59	8.89	17.65	6.67	10.59	90	85
4	52.24	52.44	28.36	29.27	11.94	12.20	7.46	6.10	67	82
5	43.64	46.15	32.73	34.62	3.64	3.85	20.00	15.38	55	52
All Grades	33.40	33.60	33.98	29.64	17.77	21.94	14.84	14.82	512	506

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	7.69	5.66	8.65	19.81	55.77	52.83	27.88	21.70	104	106
1	0.00	4.49	14.29	14.61	25.27	35.96	60.44	44.94	91	89
2	9.52	7.61	40.95	34.78	16.19	26.09	33.33	31.52	105	92
3	4.44	7.06	15.56	18.82	52.22	48.24	27.78	25.88	90	85
4	0.00	12.20	38.81	36.59	26.87	34.15	34.33	17.07	67	82
5	7.27	23.08	5.45	15.38	52.73	36.54	34.55	25.00	55	52
All Grades	5.08	8.89	21.09	23.72	37.50	39.53	36.33	27.87	512	506

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	
K	18.27	19.81	67.31	63.21	14.42	16.98	104	106	
1	16.48	23.60	69.23	64.04	14.29	12.36	91	89	
2	29.52	21.74	61.90	67.39	8.57	10.87	105	92	
3	21.11	31.76	65.56	52.94	13.33	15.29	90	85	
4	32.84	59.76	55.22	34.15	11.94	6.10	67	82	
5	23.64	23.08	61.82	61.54	14.55	15.38	55	52	
All Grades	23.24	29.64	64.06	57.51	12.70	12.85	512	506	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	28.85	15.09	39.42	61.32	31.73	23.58	104	106
1	12.09	19.10	58.24	47.19	29.67	33.71	91	89
2	50.48	39.13	40.95	42.39	8.57	18.48	105	92
3	66.67	58.82	24.44	28.24	8.89	12.94	90	85
4	73.13	56.10	20.90	35.37	5.97	8.54	67	82
5	61.82	67.31	16.36	15.38	21.82	17.31	55	52
All Grades	46.29	39.53	35.55	40.91	18.16	19.57	512	506

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	6.73	6.60	65.38	78.30	27.88	15.09	104	106
1	4.40	6.74	32.97	46.07	62.64	47.19	91	89
2	28.57	18.48	40.95	50.00	30.48	31.52	105	92
3	3.33	4.71	44.44	44.71	52.22	50.59	90	85
4	1.49	6.10	53.73	64.63	44.78	29.27	67	82
5	7.27	21.15	47.27	40.38	45.45	38.46	55	52
All Grades	9.57	9.88	47.46	55.73	42.97	34.39	512	506

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	17.31	17.92	43.27	47.17	39.42	34.91	104	106
1	1.10	5.62	40.66	56.18	58.24	38.20	91	89
2	9.52	14.13	55.24	53.26	35.24	32.61	105	92
3	15.56	11.76	66.67	76.47	17.78	11.76	90	85
4	13.43	36.59	67.16	53.66	19.40	9.76	67	82
5	10.91	48.08	61.82	34.62	27.27	17.31	55	52
All Grades	11.33	20.16	54.49	54.55	34.18	25.30	512	506

Conclusions based on this data:

1. Reading is the lowest-scoring of the four domains in the Well Developed performance level.

School and Student Performance Data

Student Population

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
748	74.2	67.1	0.4
Total Number of Students enrolled in Meadow Homes Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	502	67.1
Foster Youth	3	0.4
Homeless	23	3.1
Socioeconomically Disadvantaged	555	74.2
Students with Disabilities	54	7.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	3.2
Asian	58	7.8
Filipino	12	1.6
Hispanic	568	75.9
Two or More Races	13	1.7
Pacific Islander	3	0.4
White	23	3.1

Conclusions based on this data:

1. Based on the data, 74.2% of our students are Socioeconomically Disadvantaged, a decrease of about 10% from previous years.

2. Based on the data, 67.1% of our students are English Learners (Data found on prior page.)

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Orange	Suspension Rate Green
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. We have a below average Academic Performance for ELA.
2. We have below average Academic Performance for Math.
3. We have high levels of Chronic Absenteeism.

School and Student Performance Data

Academic Performance English Language Arts

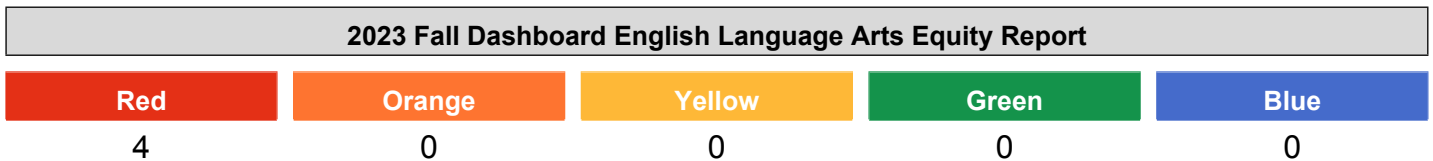
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>94.1 points below standard Decreased -11.1 points</p> <p>345 Students</p>	<p>English Learners</p> <p>Red</p> <p>102.6 points below standard Decreased Significantly -15.7 points</p> <p>271 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>213.9 points below standard Decreased Significantly -69 points</p> <p>14 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>98.6 points below standard Decreased -13 points</p> <p>264 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>176.7 points below standard Decreased Significantly -30.9 points</p> <p>47 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
100.3 points below standard 11 Students	 No Performance Color 0 Students	131.1 points below standard Decreased Significantly - 48.3 points 17 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 98.2 points below standard Decreased -12.9 points 281 Students	Less than 11 Students 9 Students	Less than 11 Students 3 Students	54.3 points below standard Increased +9.7 points 12 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.7 points below standard Decreased Significantly -16.5 points 185 Students	29.2 points below standard Decreased Significantly -23.5 points 86 Students	82.3 points below standard Increased Significantly +15.6 points 46 Students

Conclusions based on this data:

1. This data indicates that Meadow Homes had a decrease for "All Students" of 11.1 points in ELA
2. This data indicates that Meadow Homes had a significant decrease for English Learners of 16.5 points in ELA

School and Student Performance Data

Academic Performance Mathematics

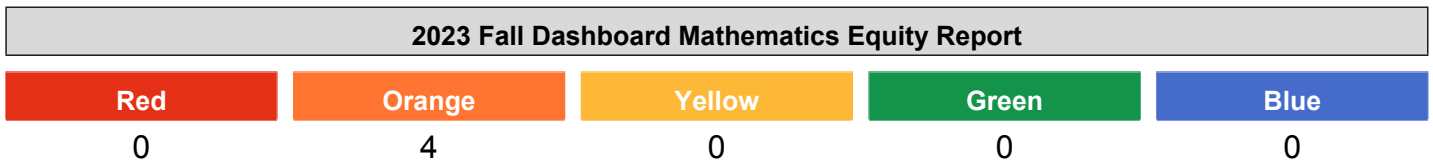
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 82.9 points below standard Increased +3.5 points 346 Students	English Learners Orange 90.6 points below standard Maintained +0.7 points 272 Students	Foster Youth Less than 11 Students 1 Student
Homeless 179.5 points below standard Decreased Significantly -75.7 points 14 Students	Socioeconomically Disadvantaged Orange 87.9 points below standard Maintained +2.6 points 265 Students	Students with Disabilities Orange 163.6 points below standard Increased +4 points 47 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
96.6 points below standard 11 Students	 No Performance Color 0 Students	92.3 points below standard Increased +7.6 points 16 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 85.3 points below standard Maintained +2.9 points 282 Students	Less than 11 Students 9 Students	Less than 11 Students 3 Students	60.8 points below standard Increased +10.5 points 12 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
112.1 points below standard Decreased -4.8 points 185 Students	45.1 points below standard Increased +7.9 points 87 Students	78.3 points below standard Increased +12.9 points 46 Students

Conclusions based on this data:

1. This current view show that our Reclassified ELs increased 7.9 points in the Math from the prior year
2. Our data shows that our ELs dropped 4.8 points in Math from the year prior.

School and Student Performance Data

Academic Performance English Learner Progress

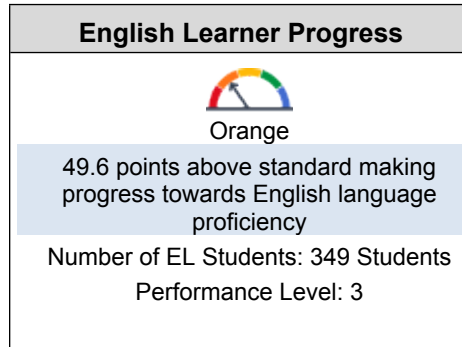
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
48	128	8	165

Conclusions based on this data:

- This data indicates that the majority of our English Learner students, 48.9%, progressed at least one level

School and Student Performance Data

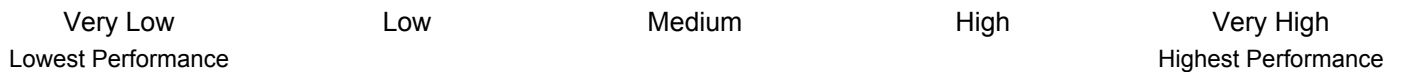
Academic Performance College/Career Report

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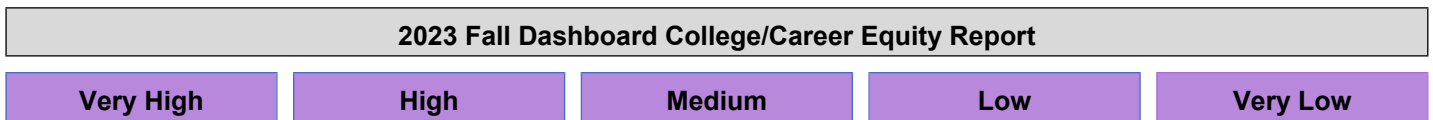
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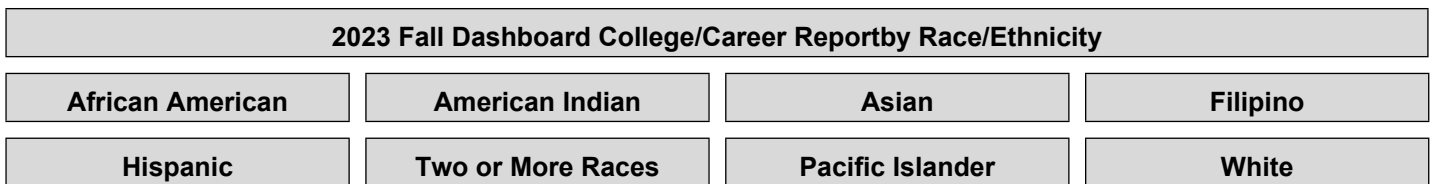
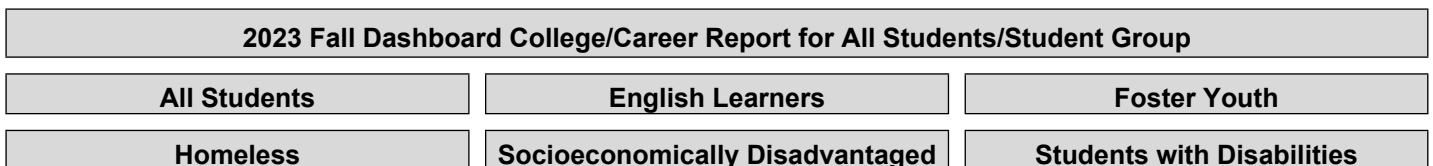
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



Conclusions based on this data:

1. A step towards preparing students to be College and Career ready, we at Meadow Homes work to prepare to meet grade level standards and to be ready for Middle School.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

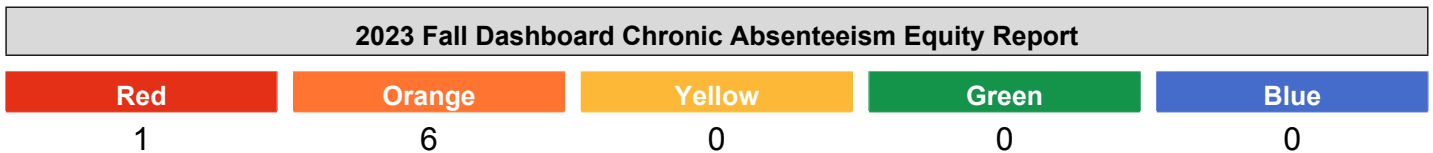
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>35.3% Chronically Absent</p> <p>Declined -1.4</p> <p>795 Students</p>	<p>English Learners</p> <p>Orange</p> <p>32.4% Chronically Absent</p> <p>Declined -2.6</p> <p>571 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Orange</p> <p>50% Chronically Absent</p> <p>Declined -18.3</p> <p>34 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>35.4% Chronically Absent</p> <p>Declined -2.7</p> <p>605 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>45% Chronically Absent</p> <p>Declined -2.7</p> <p>80 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>50% Chronically Absent</p> <p>Declined -3.8</p> <p>36 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Red</p> <p>26.3% Chronically Absent</p> <p>Increased 3.3</p> <p>80 Students</p>	<p>37.5% Chronically Absent</p> <p>0</p> <p>16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>34.9% Chronically Absent</p> <p>Declined -0.9</p> <p>588 Students</p>	<p></p> <p>Orange</p> <p>36.8% Chronically Absent</p> <p>Declined -12.1</p> <p>38 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>37.5% Chronically Absent</p> <p>Increased 1.1</p> <p>32 Students</p>

Conclusions based on this data:

1. Overall, 35.3 % of students were chronically absent, which is still significantly higher than the pre-pandemic rate.
2. All student groups declined in % Chronically absent except for Asian and White students.
3. African American and Homeless students--50% chronically absent, which is well above the school average rate.

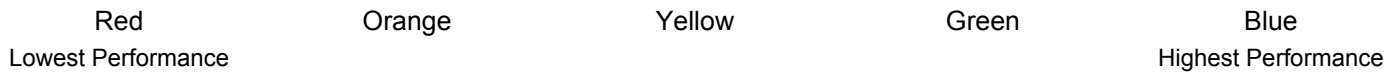
School and Student Performance Data

Academic Engagement Graduation Rate

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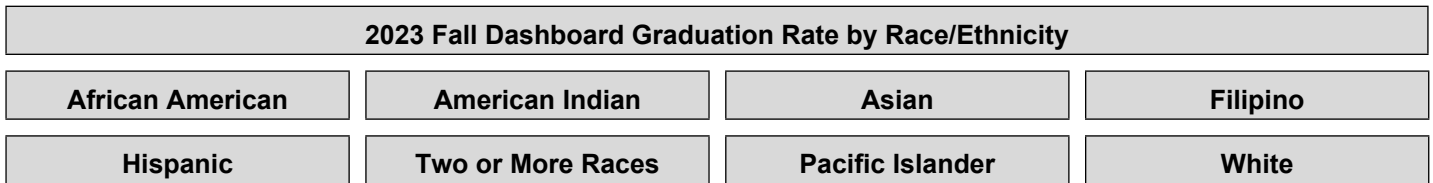
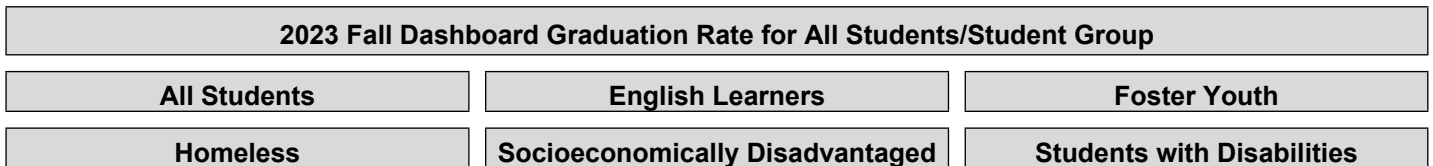
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

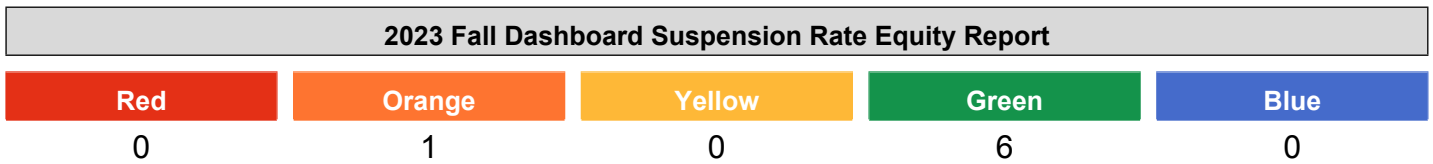
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined -0.9 823 Students</p>	<p>English Learners</p> <p>Green</p> <p>0.9% suspended at least one day</p> <p>Maintained 0 588 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 2.9 34 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.8% suspended at least one day</p> <p>Declined -0.7 622 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.5% suspended at least one day</p> <p>Declined -3.6 81 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>2.8% suspended at least one day</p> <p>Declined -7.9</p> <p>36 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Green</p> <p>1.2% suspended at least one day</p> <p>Declined -1.8</p> <p>83 Students</p>	<p>0% suspended at least one day</p> <p>16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Green</p> <p>1.3% suspended at least one day</p> <p>Declined -0.3</p> <p>605 Students</p>	<p align="center"></p> <p align="center">Green</p> <p>2.4% suspended at least one day</p> <p>Declined -3.1</p> <p>42 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>2.9% suspended at least one day</p> <p>Declined -1.1</p> <p>35 Students</p>

Conclusions based on this data:

1. Overall school suspension rate declined significantly.
2. Suspension rate for homeless students increased.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 1

LEA/LCAP Goal

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Goal 1

All students will receive a high quality education in a safe and welcoming environment with equitable and high expectations and instruction in the Common Core Standards that prepare our students for college and/or career in the 21st Century

Identified Need

Staff have many tools to support student achievement. We will coordinate and align professional learning, collaboration and assessments to build collective efficacy and improve students' academic outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-2023 ELA CAASPP Overall 3-5	17% met or exceeded standard (-2%)	Increase by 5%
2022-2023 Math CAASPP Overall 3-5	23% met or exceeded standard (+5%)	Increase by 5%
2022-2023 ELA CAASPP for English Learners 3-5	0% met or exceeded standard (-1%)	Increase by 5%
2022-2023 MATH CAASPP for English Learners 3-5	4% met or exceeded standard (+2%)	Increase by 5%
2022-2023 ELA CAASPP for SPED students 3-5	0% met or exceeded standard (-3%)	Increase by 5%
2022-2023 Math CAASPP for SPED students 3-5	3% met or exceeded standard (+3%)	Increase by 5%
All students will have access to grade level instruction daily.	7/18 (39%) of classroom walkthroughs demonstrated grade level instruction.	Increase to at least 60% of walkthroughs.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Multi Tiered Systems of Support, SEL, Behavior & Academic Interventions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Roving subs for teachers to support MTSS
115,650	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Reading Intervention Teacher 1 Salary & Benefits
45,000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Reading Intervention Teacher 2 Salary & Benefits
38,550	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Reading Intervention Teacher 1 Salary & Benefits
8,000	LCFF Supplemental 4000 - 4999 Books and Supplies Phonics supplemental materials
5,000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Hourly pay for teachers providing after school intervention, to include Spanish Reading intervention
10,000	LCFF Supplemental 4000 - 4999 Books and Supplies Updated assessment kits - English & Spanish
25,000	Title I (3070) 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)

	Online Math and Reading programs / licenses
15,000	Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Roving subs to support MTSS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Learning Acceleration in Math and Literacy

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher extra Pay for extra collaboration time
5,000	LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Leadership Team PD/ Committee Meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Curriculum Enrichment

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
32,500	LCFF Supplemental

5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)
Field Trip, transportation and Bus TK-5

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Student and Teacher Access to Instructional Technology, Materials & Supplies necessary for Learning Acceleration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14,000	LCFF Supplemental 4000 - 4999 Books and Supplies Classroom supplies, technology and maintenance
3500	LCFF Supplemental 4000 - 4999 Books and Supplies Copier rentals toner
5,000	LCFF Supplemental 4000 - 4999 Books and Supplies Print Shop
5,950	LCFF Supplemental 4000 - 4999 Books and Supplies Office supplies, colored paper, laminant for posters, toner

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 2022-2023 multiple items were not purchased due to the principal vacancy. Money was allocated toward additional supervision. The school district continues to work with TNTP for Learning acceleration. A focus on planning and collaboration, to include district TOSAs whenever possible, will help teachers further align their practices with the Instructional Practice Guides.

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

2023-2024 school year is starting with a full administrative team. Instead of paying for a contract with Active Education, the staff provided input to increase the noon supervisor hours to help with safety during recess time.

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.

Teachers are still using many different strategies instead of sharing best practices. Some of the SEI and English partners have aligned around supplemental curriculum. The whole school needs to agree on shared practices to achieve collective efficacy. Educator Effectiveness money (a one-time grant from the state) is being used to support this work through release time for coaching, collaboration and colleague observations. The staff also voted to prioritize purchasing updated assessment materials and additional Reading Intervention FTE in place of continuing our work with the Mindfulness coach.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 2

LEA/LCAP Goal

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Goal 2

High quality, culturally and linguistically proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds and native languages to ensure they are college and/or career ready.

Identified Need

Our staff needs continued training around the best instructional strategies for culturally responsive pedagogy, promoting biliteracy, and social emotional learning for de-escalating challenging behaviors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dual language students will achieve grade level proficiency in English and Spanish.	Need baseline Spanish reading assessment data.	Increase percent of proficient students by 5%.
Students will practice academic discourse daily.	7/25 (28%) of classroom walkthroughs evidenced student discourse.	Increase frequency of student talk by 10%
Staff will use alternate means of correction in place of suspension.	17 suspensions, 11 students	Decrease number of suspensions by 2%.
Students will know a way to calm themselves down when feeling upset, angry or frustrated.	TK-1 15%, GR 2-5 64%	Increase the percentage by 5% in each grade level band.
Students will feel there is an adult at school they can go to when they have a problem.	TK-1 94% , GR 2-5 81%	Increase the percentage by 5% in each grade level band.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Behavior Intervention Systems (PBIS), Student recognition, student store used widely.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8000

Source(s)

LCFF Supplemental
4000 - 4999 Books and Supplies
Student engagement and attendance incentives,
student store, monthly attendance assembly
prizes

2000

LCFF Supplemental
4000 - 4999 Books and Supplies
Print Shop Office Referrals, Beep Beeps

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff Professional Development, Collaboration & Planning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6,000

Source(s)

LCFF Supplemental
5800 Professional/Consulting Services and
Operating Expenditures
Staff PD/Conferences to include trauma
informed practice, culturally relevant pedagogy
and supporting students with special needs

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Multi-cultural Arts Instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
45000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Multicultural, bilingual visual and performing arts instruction and assemblies
12,377	Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Multicultural, bilingual visual and performing arts instruction and assemblies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Expand classroom and library collections to include more bilingual and culturally relevant texts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000	Title I (3070) 4000 - 4999 Books and Supplies bilingual and culturally relevant books
5,000	Title I (3070) 4000 - 4999 Books and Supplies Library display furniture for new texts

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improve routines, procedures and safety of campus throughout the day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
40000	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Noon Supervisor Overtime
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Additional equipment for recess
6000	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) 5th Noon Supervisor Position (since 20/21 budget)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Teachers are still using many different strategies instead of sharing best practices. Some of the SEI and English partners have aligned around supplemental curriculum. The whole school needs to agree on shared practices to achieve collective efficacy.

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

The leadership team provided input from grade level colleagues to discontinue the Mindful Life Project. Team agreed that our staff has the tools needed to use mindfulness as a daily practice without contracting with this company. Staff has asked for spending on arts curriculum to improve engagement, as well as expansion of the noon supervisor staff hours. these are bilingual members of our community who connect with children and work to help us keep campus safe and orderly during arrival, dismissal, lunch and recess.

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.

Metric added for biliteracy to start tracking the Spanish Reading progress of students in the dual language program. Expansion of bilingual texts in library to support biliteracy. Use of walkthrough data to measure academic discourse in classrooms. PBIS routines have been improved - Administration and leadership revised school-wide behavior expectations, and these were presented to students at the start of the year. Teachers present one topic per week every week to remind students of expectations. Students have access to the student store every other week, budget has been added to support more frequent use of the store, as well as added attendance recognition. Admin team has committed to recording a minimum of three walkthroughs per week (6 total).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 3

LEA/LCAP Goal

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Goal 3

Parents, family, and community will be informed, engaged and empowered as partners with Meadow Homes to support student learning.

Identified Need

An increase of family engagement and involvement in events, academic conferences and school committees.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase parent attendance at school events.	29 families attended parent coffee 9/22/23. 3 families registered for Fentanyl Awareness, but more attended who did not pre-register.	Average of 50 families attend each parent coffee.
Parents attend their child's fall conference.	Need to collect baseline data	
Continue to provide ELAC and Platicas	Platicas occurs weekly with 15 parents, ELAC monthly with 10 parents	Continue to maintain at least 90% participation
Engage a diverse group of parents that represent a cross section of the school.	Need to collect baseline data	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Outreach & Education Specific to Non-English Speaking Parents & Low Income Pupils

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
62213	Title I Parent Engagement (3068) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Liaison Salary & benefits
7000	LCFF Supplemental 4000 - 4999 Books and Supplies Rechargeable translation headsets for parent events
2000	LCFF Supplemental 4000 - 4999 Books and Supplies Materials, Food, awards, certificates for families-events, RFEP ceremonies, Graduation, Coffee and Conversation
2000	LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Extra hours pay for Parent Liaison

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Weekly Communication (no cost, through Parent Square)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF Supplemental 4000 - 4999 Books and Supplies Parent Square training for parents, materials, meeting food

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Inclusion and Participation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF Supplemental
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)
Volunteer recruitment, TB & fingerprinting, paper for fliers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Engage parents to restart a PFC to provide regular opportunities for teachers and parents to collaborate in service of the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF Supplemental
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)
materials, meeting food, paper for fliers

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Due to missing leadership last year, many family events did not take place.

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

Principal's Coffee and Platicas will continue.

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

We are adding GAP (for Farsi, Dari, Pashto speaking families) and a Black Family Union to our parent groups to provide affinity groups for parents to participate in. Meetings will be available during different times to accommodate different parent schedules. Addition of headsets to support translation for parents at events.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 4

LEA/LCAP Goal

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

Goal 4

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families, and staff.

Identified Need

Our suspension and chronically absent data for our focus scholars is disproportionate to the make up of our student body. The annual measurable outcomes below indicate areas where we would like to see the data become more proportionate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data - Black & African American students	1/41 (~6% of student body) students suspended, 2/12 (16% of suspensions) days of suspension served.	Percent of suspensions should be proportionate to or less than percent of student body.
Chronic Absenteeism - Homeless students	100% of Homeless students were chronically absent	Percent of chronically absent students should be proportionate to or less than percent of whole student body (34%).
Chronic Absenteeism - Foster students	67.7% of Foster students were chronically absent	Percent of chronically absent students should be proportionate to or less than percent of whole student body (34%).
Chronic Absenteeism - Black & African American students	46.7% of Black & African American students were chronically absent	Percent of chronically absent students should be proportionate to or less than percent of whole student body (34%).
Suspension Data - Homeless students	8.6% of our homeless students were suspended (12.5% of suspended students, 7% of	Percent of suspended students should be proportionate to or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	suspensions, 3% of total population)	less than percent of whole student body.
Suspension Data - Foster students	0 suspension of foster students.	Maintain at 0 suspensions

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students
See Goal 2 for expenditures

Strategy/Activity

Student recognition, student store, PBIS

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Other Subgroups
Foster, Homeless Youth

Strategy/Activity

Counseling with behavioral health specialist

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF Supplemental
4000 - 4999 Books and Supplies
Incentives, materials, supplies

510

Title I (3070)
4000 - 4999 Books and Supplies
Incentives, materials, supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students
See Goals 1 & 2

Strategy/Activity

Professional development and collaboration to help staff meet all students' needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000

Source(s)

Title I (3070)
5800 Professional/Consulting Services and
Operating Expenditures
Professional development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Other Subgroups
5th grade

Strategy/Activity

Allocate funding so that all 5th grade students have access to participating in Outdoor Education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

29235.16

Source(s)

Title I Carryover
5000 - 5999 Services and Other Operating
Expenditures (Excludes other 5000 series listed
below)
Student and chaperone costs for 5th grade level
to attend

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students
Focus Scholars

Strategy/Activity

Provide enrichment programming that targets and engages underrepresented student groups and Focus Scholars.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Team sports programs during recess and after school.
8000	LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures STEM activities and programs

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Last year this was a new goal. We are implementing school-wide strategies, and discussing these subgroups data in staff meetings to highlight their performance in comparison to the overall school in an effort to address disproportionality.

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

New BHS position added to be able to support additional therapy / counseling.

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.

Metrics have been adjusted to specifically address disproportionality in the data. Goal 3 also has parent affinity groups added to support Black and African American students' families.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Goal 5

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$621,985.16

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Carryover	\$29,235.16

Subtotal of additional federal funds included for this school: \$29,235.16

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 (\$)
LCFF Supplemental	\$327,000.00
Title I (3070)	\$203,537.00
Title I Parent Engagement (3068)	\$62,213.00

Subtotal of state or local funds included for this school: \$592,750.00

Total of federal, state, and/or local funds for this school: \$621,985.16

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
Site Discretionary	82,280	82,280.00
LCFF Supplemental	327,000	0.00
Title I Parent Engagement (3068)	62,213	0.00
Title I (3070)	203,537	0.00
Title I Carryover	29,235.16	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	327,000.00
Title I (3070)	203,537.00
Title I Carryover	29,235.16
Title I Parent Engagement (3068)	62,213.00

Expenditures by Budget Reference

Budget Reference	Amount
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	241,200.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	110,213.00
4000 - 4999 Books and Supplies	89,460.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	91,735.16
5800 Professional/Consulting Services and Operating Expenditures	89,377.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	105,550.00
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	LCFF Supplemental	48,000.00
4000 - 4999 Books and Supplies	LCFF Supplemental	68,950.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	LCFF Supplemental	37,500.00
5800 Professional/Consulting Services and Operating Expenditures	LCFF Supplemental	67,000.00
1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits)	Title I (3070)	135,650.00
4000 - 4999 Books and Supplies	Title I (3070)	20,510.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I (3070)	25,000.00
5800 Professional/Consulting Services and Operating Expenditures	Title I (3070)	22,377.00
5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below)	Title I Carryover	29,235.16
2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits)	Title I Parent Engagement (3068)	62,213.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	345,150.00
Goal 2	141,377.00
Goal 3	79,213.00
Goal 4	56,245.16

School Site Council Membership

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

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

Name of Members	Role
Andrea Ledesma	Classroom Teacher
Leda Tully	Classroom Teacher
Simon Santana	Classroom Teacher
Marta Flores	Other School Staff
Leah Dubinsky	Principal
Eulalia Narciizo	Parent or Community Member
Kendra Hobbs	Parent or Community Member
Lorena Cortez	Parent or Community Member
Martha Zepeda	Parent or Community Member
Guadalupe Leal	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
	District/School Liaison Team for schools in Program Improvement

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 12/20/22.

Attested:

	Principal, Leah Dubinsky on 4/15/24
	SSC Chairperson, Leah Dubinsky on 4/15/24

MHES MTSS Framework

Multi-Tiered System of Support

TIER 1 - Universal Supports for All Students

Inclusive Academic Instruction for All	Inclusive Behavior Instruction for All	Inclusive Social-Emotional Instruction for All	Inclusive Attendance Practices for All
Common Assessment ESGI, iReady, Illuminate, DRA / EDL Progress Monitoring Assessment (MDUSD Assessment Calendar)	Universal Screening Tool Illuminate		Aeries Data
MDUSD Teacher Resource Page MHES Assessment Folder Instructional Strategies <ul style="list-style-type: none"> ● Use of adopted curriculum ● Student Talk Strategies ● Daily Close Reading and Comprehension with informational text. ● Differentiated Small Group Instruction ● Use of supplemental programs (Imagine/edgenuity) to support individual needs and to inform lessons for small group instruction ● Writing across the content daily ● Problem Based Interactive Learning in Math ● TK-1: Direct instruction in foundational skills - phonics instruction, writing and phonemic awareness ● Use of leveled readers & lesson guides for small group ELA 	Design Team, SEL Team, Care Team develop structures for school wide culture & practices that should include: <ul style="list-style-type: none"> ● School wide PBIS Model ● Implementation of Social Emotional Learning (SEL) tools and school wide programs as applicable (Kimoichis, PAX, TLIM, Sanford Harmony, schoolwide positivity practices) ● Daily SEL lesson and community circles ● School wide mindfulness strategies ● Clubs/enrichment programs ● Restorative practices ● Regular positive school to family communication plan ● Active supervision & strategies for relationship building ● Use of culturally responsive texts Wellness Rooms utilized for schoolwide support & enrichment (activities, clubs, etc.)		Design Team develops structures to ensure: <ul style="list-style-type: none"> ● Positive reinforcement programs for regular school attendance ● Consistent communication with families for absence verification ● Regular communication of site attendance data to the community through parent square messaging, web site and parent group meetings (i.e. SSC, ELAC, PTA, etc...) ● Regular messaging to the community emphasizing the importance of regular school attendance.

TIER 2 - Supplemental Supports for Some Students

Inclusive Academic Supports for Some	Inclusive Behavior Supports for Some	Inclusive Social-Emotional Supports for Some	Inclusive Attendance Supports for Some
Tier 2 Assessment i.e. Wonders Intervention Assessment Diagnostic, BPST, Pearson intervention assessment, etc...	Based upon SST process		Aeries Data Students at risk for Chronic Absenteeism
Create & Utilize support teams (SST/Care Team/504) Develop plan for instructional supports that include: <ul style="list-style-type: none"> ● Targeted use of Imagine Learning playlists & action areas ● Targeted small group instruction (3-5x per week) in response to assessment data ● Designated ELD instruction using HMH Journeys curriculum ● Use of Journeys leveled readers & lesson guides for small group ELA ● Regular progress monitoring (every 4-6 weeks) to assess growth and next steps ● Use of intervention lesson in Pearson Math based upon assessment flowchart ● Provide remediation for learning gaps as needed while maintaining access to grade level content and standards. Accelerate Don't Remediate 	Create & Utilize support teams (SST/Care Team/504) Develop plan of support for the student that <i>should</i> include: <ul style="list-style-type: none"> ● Consistent positive parent communication and partnership ● Check-in system ● Goal setting with the student ● Mindful practices ● Restorative practices Develop plan of support for the student that <i>may</i> also include: <ul style="list-style-type: none"> ● small group support with MHSP or other support provider ● check-in/buddy system ● home visits ● Short term gen ed counseling ● Targeted enrichment opportunities (girls/boys club, art therapy) ● Use of wellness room resources as needed 		Create & Utilize support teams (SST/Care Team/504) Develop plan of support that should include: <ul style="list-style-type: none"> ● Consistent positive parent communication and partnership (teacher, ASP, Office staff, Principal) ● Check-in system ● Goal setting with the student ● Regular monitoring of attendance ● Identify root cause of absences

TIER 3 - Intensive Supports for a Few Students

Inclusive Academic Interventions for a Few	Inclusive Behavior Interventions for a Few	Inclusive Social-Emotional Interventions for a Few	Inclusive Attendance Interventions for a Few
Repeat Tier 2 Assessment i.e. BPST, HMH Intervention Assessment, etc...	Based upon SST or Care Team process		Aeries Data students experiencing chronic absenteeism (>10%)
Initiate & Utilize support teams (SST/Care Team/504) Continue all supplemental actions AND: <ul style="list-style-type: none"> ● Increased frequency of all supplemental supports ● Math: MDIS Intervention Programs for targeted small group instruction ● ELA: Decoding Power lessons or other district approved phonics program/strategies for targeted small group instruction ● Provide access to supplemental programs as available (before & after school interventions, etc.) ● Provide remediation for learning gaps as needed while maintaining access to grade level content and standards. Accelerate Don't Remediate ● In collaboration with SST/IEP/504 teams set improvement targets and closely monitor 	Initiate & Utilize support teams (SST/Care Team/504) Continue all supplemental actions AND: Develop plan of support that may include the following: <ul style="list-style-type: none"> ● Individual safety and/or behavior plan (for students who may experience some or all of the following: elopement, oppositional behaviors, extreme anxiety or require ongoing mental health support as outlined in their section 504 accommodations) ● Student re-entry plan (for students who are returning to school after the following: suspension, expulsion, medical absence, homelessness, grief or bereavement) ● In collaboration with SST/IEP/504 teams set improvement targets and closely monitor 		Initiate & Utilize support teams (SST/Care Team/504) Continue all supplemental actions AND : Escalation of next steps: <ul style="list-style-type: none"> ● Conduct site based attendance conference ● Refer to District Attendance Review Team (DART) and/or Student Attendance Review Board (SARB) ● In collaboration with SST/IEP/504 teams set improvement targets and closely monitor

MHES MTSS Framework Multi-Tiered System of Support			
TIER 1 - Universal Supports for All Students			
Inclusive Academic Instruction for All	Inclusive Behavior Instruction for All	Inclusive Social-Emotional Instruction for All	Inclusive Attendance Practices for All
Common Assessment ESGI, iReady, Illuminate, DRA / EDL Progress Monitoring Assessment (MDUSD Assessment Calendar)	Universal Screening Tool Illuminate, Office Referral Data		Aeries Data
District provided Curriculum: MDUSD Teacher Resource Page MHES Assessment Folder <ul style="list-style-type: none"> Adopted Standards based curriculum and instruction (eg. Wonders, Carolina Sciences, Engage New York, Saaba) Supplemental Curriculum (eg. Secret Stories, Heggerty, culturally relevant inclusions) Whole class music and library instruction Use of culturally responsive texts and resources Differentiated Instruction (eg. Just in time scaffolding, leveled instructional grouping, designated ELD rotations, leveled readers, decodable books, iReady, RAZ Kids, Zearn) Assessment Tools (eg. DRA, iReady, ESGI, CAASP, ELPAC, SEL) Visual Tools (eg. graphic organizers, sentence frames, anchor charts, Board Math) Check for understanding (eg. teach comprehension strategies, chunking information, spiral review) Resources: manipulatives, games, inclusive libraries, supplies Dual Language Classroom (in Bilingual program) Communication about learning (eg. Posted schedule/ routines with learning objectives, weekly newsletter to parents/guardians to explain current academics, assemblies with families, Placticas, Black Family Group, GAP, ELAC, SSC, parent conferences) 	ILT, SEL, and Care Teams develop structures for school wide culture & practices that should include <ul style="list-style-type: none"> PBIS (Eg. schoolwide expectations, Beep tickets, Beep-Beep Store, class rewards, table points) Implementation of Social Emotional Learning tools and schoolwide programs as applicable (daily SEL curriculum, daily morning meetings, community circles, restorative practices when appropriate) <ul style="list-style-type: none"> Self Management Opportunities (eg. Fidgets, calm corner, brain breaks, buddy classrooms, breathing exercises, movement breaks) Student acknowledgement (eg. Verbal praise/compliments, Golden Beep Class of the Week, Student of the Month, Attendance Acknowledgement) Student Role Models (eg. Peace Makers, Student Council) School Climate (eg. spirit days, school color days) Enrichment programs/Clubs Student Role Models (eg. Peace Makers, Student Council) Active supervision and strategies for relationship building Celebrations of Achievement (eg. student assemblies, parent assemblies, fun friday) Solution Space utilized for schoolwide support Communication to families (eg. Class Dojo, Parent Square, Placticas, Black Family Group, GAP, ELAC, SSC, parent conferences) 		ILT and CARE Teams develops structures for school wide culture & practices to ensure: <ul style="list-style-type: none"> Positive reinforcement programs for regular school attendance Consistent communication with families for absence verification Regular communication of site attendance data to the community through parent square messaging, web site and parent group meetings (i.e. SSC, ELAC, PTA, etc...) Regular messaging to the community emphasizing the importance of regular school attendance.
TIER 2 - Supplemental Supports for Some Students			
Inclusive Academic Supports for Some	Inclusive Behavior Supports for Some	Inclusive Social-Emotional Supports for Some	Inclusive Attendance Supports for Some
Tier 2 Assessment i.e. Wonders Intervention Assessment Diagnostic, BPST, Pearson intervention assessment, etc...	Based upon SST process		Aeries Data Students at risk for Chronic Absenteeism
Create & Utilize support teams (Care, SST, 504) <ul style="list-style-type: none"> Small Group Instruction/Intervention by classroom teacher (eg. specific content, strategic mini-lessons, Heggerty, secret stories, guided reading, guided math) Designated ELD instruction Small group pull out instruction/intervention (eg. ELERT intervention group, ELD interventions, Reading Intervention teacher, STEM teacher math intervention, after school tutoring) Individual intervention (eg. individual schedule, differentiated instructions/tasks, imagine learning, reading tutoring) Cross Grade-Level support Progress monitoring every 4-6 weeks Provide remediation for learning gaps as needed while maintaining access to grade level content and standards Referral to CARE team 	Create & Utilize support teams (Care, SST, 504) <ul style="list-style-type: none"> Lunch/recess bunch School to home communication (eg. phone calls home-positive and opportunities for growth, notes) Classroom Accommodation/Adjustments (eg. Alternative seating, buddy classroom) Behavioral tracking (eg. contract, Check-in, Check-out, incentive chart, ABC tracking, goal setting) Self Management Opportunities (eg. walk, fidget) Check-in system Restorative Practices (eg. circles, relationship building, alternatives to suspension) Small group counseling Peer buddy Quarterly Check-in for students in FYS and HOPE programs Restorative Practices (eg. circles, relationship building, alternatives to suspension) Solution Space utilized for targeted support 		Create & Utilize support teams (Care, SST, 504, SART) Develop plan of support that should include: <ul style="list-style-type: none"> Consistent positive parent communication and partnership (teacher, ASP, Office staff, Principal) Check-in system for tardies and trancies Goal setting with the student Regular monitoring of attendance Identify root cause of absences
TIER 3 - Intensive Supports for a Few Students			
Inclusive Academic Interventions for a Few	Inclusive Behavior Interventions for a Few	Inclusive Social-Emotional Interventions for a Few	Inclusive Attendance Interventions for a Few
Repeat Tier 2 Assessment i.e. BPST, HMH Intervention Assessment, etc...	Based upon SST or Care Team process		Aeries Data students experiencing chronic absenteeism (>10%)
Utilize support teams (Care, SST, 504, IEP) Continue all supplemental actions AND: <ul style="list-style-type: none"> Increased frequency of all supplemental supports Math: ELA: Decoding Power lessons or other district approved phonics program/ strategies for targeted small group instruction Provide access to supplemental programs as available (before & after school interventions, etc.) Provide remediation for learning gaps as needed while maintaining access to grade level content and standards. Accelerate Don't Remediate In collaboration with SST/IEP/504 teams set improvement targets and closely monitor 	Utilize support teams (Care, SST, 504, IEP) Continue all supplemental actions AND: Develop plan of support that may include the following: <ul style="list-style-type: none"> Individual safety and/or behavior plan (for students who may experience some or all of the following: elopement, oppositional behaviors, extreme anxiety or require ongoing mental health support as outlined in their section 504 accommodations) Student re-entry plan (for students who are returning to school after the following: suspension, expulsion, medical absence, homelessness, grief or bereavement) Behavioral Technician (1:1) Individual Counseling (District or Fred Finch) Modified Day In collaboration with SST/IEP/504 teams set improvement targets and closely monitor 		Utilize support teams (Care, SST, 504, IEP, SART/SARB) Continue all supplemental actions AND : Escalation of next steps: <ul style="list-style-type: none"> Conduct site based attendance conference Refer to District Attendance Review Team (DART) and/or Student Attendance Review Board (SARB) In collaboration with SST/IEP/504 teams set improvement targets and closely monitor