



# 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
Meadowbrook Middle School	37682966038988	11-5-19	11-14-19

## School Vision and Mission

Meadowbrook's vision is to ensure that every student will master the knowledge and develop the skills and attitudes essential for college readiness and future success in life. To accomplish this, Meadowbrook's mission is to ensure students will be able to:

### Read, write, and compute competently

- Demonstrate literal and figurative comprehension of written material
- Communicate facts and opinions in quality writing
- Apply math, science and writing formulas and methods
- Demonstrate computer literacy, including using digital resources for research
- Complete essays, experiments and notebooks with proper format
- Understand and follow written directions accurately

### Listen and speak effectively

- Use logical, organized verbal communication with peers and adults
- Participate actively and appropriately in class discussions
- Understand and follow oral directions accurately
- Communicate effectively in individual and group oral presentations
- Paraphrase oral information through note-taking and graphic organizers

### Think and reason clearly

- Analyze, interpret and evaluate data
- Articulate significant concepts
- Relate new concepts to previous learning
- Utilize appropriate strategies to solve problems

- Interact cooperatively and collaboratively with peers and adults

#### Demonstrate responsibility

- Adhere to school-wide and classroom rules
- Interact positively with peers and adults in group and individual settings
- Follow directions in an appropriate and timely manner
- Organize, complete and turn in assignments on time
- Maintain good care of textbooks, tools, equipment and supplies

#### Respect themselves and others

- Exhibit consideration of different cultures, talents and abilities
- Recognize the dignity and worth of individuals with differing opinions
- Contribute to a positive, safe, clean, healthy school wide atmosphere
- Demonstrate appropriate behavior, language, and appearance
- Model positive citizenship by respecting personal and school property

## School Profile

Meadowbrook is an energetic and nurturing middle school where young adolescents are valued and respected. It is the school's vision to ensure that every student will master the knowledge and develop the skills and attitudes essential for college readiness and future success in life. Our staff is committed to providing a strong instructional program based on high academic, behavioral, and social standards through the use of a challenging curriculum and supportive environment.

Meadowbrook is located in the city of Poway, a suburban community 25 miles north of metropolitan San Diego. Our 1,300 students are from diverse cultural, ethnic, linguistic, and religious backgrounds.

With over 100 staff members, our cooperative spirit and dedication to the core value of "all students learning" keeps us focused on providing a well-balanced program designed to excite, build on interests, and involve students in the process of becoming lifelong learners.

Learning at Meadowbrook does not end after seventh period, but continues through an extensive after school program that includes extra-curricular sports, clubs, library research, tutorials, and interaction with staff in a less formal setting. Meadowbrook also offers an 8th period, resulting in an extra elective for students who are in The Academy.

Meadowbrook values and rewards student achievement in academics, the arts, athletics and personal development. It is truly a school where students succeed.

# Stakeholder 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

Meadowbrook Middle School's 2019-20 SPSA has been informed by qualitative input and quantitative data gathered directly from multiple stakeholder groups representative of the school-community.

Faculty/Staff:

In September 2019, the MBMS faculty and administration engaged in a reflection on progress made toward the previously established SPSA goals and metrics. Moreover, the faculty and staff were presented with information and updates regarding Meadowbrook's performance according to the Status and Change measures established within the California Dashboard. Faculty and administration collaborated to re-develop three clear SPSA goals aligned to the CA Dashboard accountability measures, namely:

Goal #1: Annual student performance in Math will "increase" or "increase significantly" in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.

Goal #2: Annual student performance in ELA will "increase" or "increase significantly" in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.

Goal #3: MBMS will cultivate a positive school culture and system of supports for student personal and academic growth.

Meadowbrook's faculty, staff, and administration worked to develop a comprehensive survey instrument designed to gather both qualitative and anecdotal stakeholder feedback from educators. The survey instrument was created via a Google Form that called upon respondents to offer direct feedback relative to strengths, areas for growth and reflection, and suggestions/recommendations for future action in each of the following areas: A) Increasing Achievement in ELA B) Increasing Achievement in Mathematics C) Maintaining a Positive School Climate and Culture D) Addressing the Needs of English Learners E) Addressing the Needs of Special Education Students F) Addressing the Needs of Economically Disadvantaged Youth.

On September 30th, 2019, all members of the MBMS faculty engaged in the survey, and 47 unique responses were collected (representing approximately 84% of certificated staff). This substantial source of narrative feedback was organized into subgroups according to the aforementioned survey categories (A-F). Meadowbrook's Administrative Leadership Team engaged in a guided "trend analysis" protocol designed to identify salient points and key trends within the response data. All findings of the team were recorded via a shared Google Form. This stakeholder feedback, in particular, provided significant insight into the effectiveness of program initiatives and staffing deployments that have been implemented, as well as indications of potential future needs relative to reflection and growth as a school. This valuable feedback has been incorporated at multiple points throughout this year's SPSA for MBMS.

On October 9th, 2019, MBMS leadership and the English Learner team presented the proposed SPSA goals and associated budget summary in support of the EL program. The English Language Advisory Committee (ELAC) approved the proposed goals, as well as the budget as presented.

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.07%	0.08%	3	1	1
African American	2.9%	3.04%	2.51%	39	42	33
Asian	17.8%	17.35%	15.29%	241	240	201
Filipino	6.9%	5.21%	5.17%	93	72	68
Hispanic/Latino	23.1%	24.87%	25.02%	313	344	329
Pacific Islander	0.2%	0.22%	0.3%	3	3	4
White	42.9%	41.00%	40.68%	582	567	535
Multiple/No Response	0.9%	2.75%	2.97%	12	38	39
<b>Total Enrollment</b>				1,357	1383	1,315

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	455	455	421
Grade 7	460	455	442
Grade 8	442	473	452
<b>Total Enrollment</b>	1,357	1,383	1,315

### Conclusions based on this data:

1. There is a declining enrollment in all grade levels since the 2017-2018.
2. Our three largest student subgroups are White at 40.68%, Hispanic/ Latino at 25.2% and Asian at 15.29%.
3. Student subgroup enrollment has stayed consistent between 2016-2019.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	164	186	156	12.1%	13.4%	11.9%
Fluent English Proficient (FEP)	310	307	293	22.8%	22.2%	22.3%
Reclassified Fluent English Proficient (RFEP)	21	18	31	14.9%	11.0%	16.7%

### Conclusions based on this data:

1. In 2018-2019 there was an increase in the number of students who reclassified which is 16.7%.
2. Approximately 12% of our student population is English Learners.
3. From 2016-2019, 22% of the student population tested as Fluent English Proficient (FEP).

# 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 Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	461	452	426	448	444	417	448	444	417	97.2	98.2	97.9
Grade 7	463	453	439	451	444	425	451	444	425	97.4	98	96.8
Grade 8	443	468	449	438	458	437	438	458	437	98.9	97.9	97.3
All	1367	1373	1314	1337	1346	1279	1337	1346	1279	97.8	98	97.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2554.	2561.	2557.	25.67	27.48	27.82	38.84	40.99	37.65	22.32	18.92	21.58	13.17	12.61	12.95
Grade 7	2579.	2590.	2605.	22.84	26.13	36.24	43.24	46.40	37.18	18.63	15.32	17.41	15.30	12.16	9.18
Grade 8	2614.	2587.	2601.	35.39	20.09	25.63	34.70	40.83	41.65	18.49	24.45	19.45	11.42	14.63	13.27
All Grades	N/A	N/A	N/A	27.90	24.52	29.87	38.97	42.72	38.86	19.82	19.61	19.47	13.31	13.15	11.81

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	29.91	34.01	30.46	52.01	46.62	50.12	18.08	19.37	19.42	
Grade 7	33.70	34.68	41.65	48.12	48.42	44.00	18.18	16.89	14.35	
Grade 8	40.64	29.32	35.47	43.61	46.83	45.77	15.75	23.85	18.76	
All Grades	34.70	32.64	35.89	47.94	47.29	46.60	17.35	20.07	17.51	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	32.81	38.96	28.54	49.55	44.14	55.88	17.63	16.89	15.59
Grade 7	38.80	45.95	51.29	47.23	44.59	40.00	13.97	9.46	8.71
Grade 8	44.52	34.35	37.30	43.38	49.45	48.05	12.10	16.19	14.65
All Grades	38.67	39.70	39.09	46.75	46.10	47.93	14.58	14.20	12.98

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	25.45	27.93	22.30	65.18	62.61	68.35	9.38	9.46	9.35
Grade 7	22.62	20.05	28.94	63.41	68.24	64.24	13.97	11.71	6.82
Grade 8	31.96	22.76	24.26	58.68	67.83	66.13	9.36	9.41	9.61
All Grades	26.63	23.57	25.18	62.45	66.25	66.22	10.92	10.19	8.60

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	37.05	38.74	35.49	48.21	51.35	51.56	14.73	9.91	12.95
Grade 7	36.81	45.05	44.71	49.67	44.59	44.71	13.53	10.36	10.59
Grade 8	46.80	33.92	38.44	41.55	49.89	46.45	11.64	16.19	15.10
All Grades	40.16	39.18	39.56	46.52	48.62	47.54	13.31	12.19	12.90

**Conclusions based on this data:**

- Grade 6: SBAC performance in ELA for grade 6 was maintained at 68% Met and Exceeded from 2017-18 to 2018-19. However, performance has increased by approximately 3% when considering longitudinal performance from 2016-17 to 2018-19.
- Grade 7: SBAC performance in ELA for grade 7 experienced a decrease of 8% from 73% to 65% of students performing at Met or Exceeded from 2017-18 to 2018-19. Performance has decreased marginally by approximately 1.5% when considering longitudinal performance from 2016-17 to 2018-19.
- Grade 8: SBAC performance in ELA for grade 8 experienced a significant increase of 13% from 61% to 74% of students performing at Met or Exceeded from 2017-18 to 2018-19. Performance has increased by approximately 4% when considering longitudinal performance from 2016-17 to 2018-19.



# Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	461	452	426	451	445	418	451	445	418	97.8	98.5	98.1
Grade 7	463	453	438	455	445	428	455	444	428	98.3	98.2	97.7
Grade 8	443	468	449	439	459	437	439	459	437	99.1	98.1	97.3
All	1367	1373	1313	1345	1349	1283	1345	1348	1283	98.4	98.3	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2553.	2565.	2558.	31.93	33.93	32.78	21.95	26.07	19.38	26.83	25.17	31.10	19.29	14.83	16.75
Grade 7	2568.	2582.	2596.	28.13	35.59	38.55	27.91	25.45	26.87	23.52	23.20	22.20	20.44	15.77	12.38
Grade 8	2625.	2603.	2608.	46.70	38.56	39.59	17.54	18.95	18.76	20.05	20.70	18.54	15.72	21.79	23.11
All Grades	N/A	N/A	N/A	35.46	36.05	37.02	22.53	23.44	21.67	23.49	23.00	23.85	18.51	17.51	17.46

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	35.78	40.22	34.93	35.78	36.18	37.08	28.44	23.60	27.99	
Grade 7	37.36	44.82	47.20	36.04	33.56	33.64	26.59	21.62	19.16	
Grade 8	49.09	39.74	41.42	27.63	34.50	30.89	23.29	25.76	27.69	
All Grades	40.66	41.57	41.23	33.21	34.74	33.83	26.14	23.68	24.94	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	33.92	39.10	35.89	45.68	42.70	44.26	20.40	18.20	19.86
Grade 7	35.82	39.19	42.52	45.27	44.59	43.69	18.90	16.22	13.79
Grade 8	48.75	42.70	46.00	32.80	38.78	34.78	18.45	18.52	19.22
All Grades	39.41	40.36	41.54	41.34	41.99	40.84	19.26	17.66	17.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 6</b>	33.26	33.93	31.82	43.46	49.21	45.93	23.28	16.85	22.25
<b>Grade 7</b>	25.93	34.68	35.51	52.53	48.87	51.87	21.54	16.44	12.62
<b>Grade 8</b>	48.40	39.22	40.27	37.44	43.36	43.25	14.16	17.43	16.48
<b>All Grades</b>	35.71	35.98	35.93	44.57	47.11	47.00	19.72	16.91	17.07

**Conclusions based on this data:**

1. Grade 6: SBAC performance in Math for grade 6 experienced a marginal increase of 2% from 60% to 62% of students who Met or Exceeded from 2017-18 to 2018-19. Performance has significantly increased by 8% when considering longitudinal performance from 2016-17 to 2018-19.
2. Grade 7: SBAC performance in Math for grade 7 decreased by 9.7% from 61% to 51.7% of students who Met or Exceeded from 2017-18 to 2018-19. Performance has decreased by approximately 4.3% when considering longitudinal performance from 2016-17 to 2018-19.
3. Grade 8: SBAC performance in Math for grade 8 experienced an increase of 8% from 57.5% to 65.7% of students who Met or Exceeded from 2017-18 to 2018-19. Performance has increased by 1.5% when considering longitudinal performance from 2016-17 to 2018-19.

# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1558.6		1556.2		1560.6		57	
Grade 7	1552.3		1547.3		1556.9		45	
Grade 8	1573.9		1570.1		1577.2		54	
All Grades							156	

Overall Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	52.63	*	33.33	42.11	*	31.58	*	*	57	38
7	40.00	34.21	37.78	39.47	*	*	*	*	45	38
8	66.67	37.93	24.07	*	*	*	*	*	54	29
All Grades	53.85		31.41		9.62		*		156	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	64.91	47.37	26.32	34.21	*	*	*	*	57	38
7	48.89	52.63	42.22	31.58	*	*	*	*	45	38
8	75.93	51.72	*	*	*	*	*	*	54	29
All Grades	64.10		27.56		*		*		156	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	40.35	*	28.07	*	19.30	*47.37	*	*	57	38
7	35.56	*	*	31.58	*	31.58	*	*	45	38
8	53.70	*	*	*	20.37	*	*	*	54	29
All Grades	43.59		22.44		20.51		13.46		156	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	52.63	*	43.86	57.89	*	*	57	38
7	37.78	*	57.78	65.79	*	*	45	38
8	61.11	*	33.33	72.41	*	*	54	29
All Grades	51.28		44.23		*		156	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	75.44	55.26	22.81	39.47	*	*	57	38
7	71.11	73.68	24.44	*	*	*	45	38
8	85.19	65.52	*	*	*	*	54	29
All Grades	77.56		19.87		*		156	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	42.11	*	26.32	50	31.58	39.47	57	38
7	42.22	*	*	44.74	44.44	36.84	45	38
8	48.15	*	*	*	33.33	*	54	29
All Grades	44.23		19.87		35.90		156	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	31.58	*	68.42	68.42		*	57	38
7	24.44	*	68.89	76.32	*	*	45	38
8	59.26		40.74	93.1		*	54	29
All Grades	39.10		58.97		*		156	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

**Conclusions based on this data:**

1. The majority of 6th grade students performed at the moderate (42.11% at level 3) to well-developed (18.42% at level 4) levels in overall ELPAC performance. The strongest domain for 6th grade students was Speaking with 55% of tested students performing at the well-developed level. An area for significant growth and reflection with 39% of 6th grade students performing at the beginning level.

2. The majority of 7th grade students performed at the moderate (39.47% at level 3) to well-developed (34.21% at level 4) levels in overall ELPAC performance. The strongest domain for 7th grade students is Speaking with 74% of tested students performing at the well-developed level. An area for significant growth and reflection is Reading with 37% of 7th grade students performing at the beginning level.
3. The majority of 8th grade students performed at the moderate (34.48% at level 3) to well-developed (37.93% at level 4) levels in overall ELPAC performance. The strongest domain for 8th grade students was Speaking with 66% of tested students performing at the well-developed level. An area for significant growth and reflection is Reading with 34% of 6th grade students performing at the beginning level.

# Student Performance Data

## Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	45	42	33	0	0	2	0.0	0.0	6
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	247	242	201	2	2	0	0.8	0.8	0
Filipino	93	76	63	3	1	2	3.2	1.4	3
Hispanic or Latino	322	353	330	19	23	31	5.9	6.6	9
Did not Report	13	39	39	0	4	3	0.0	10.3	7
Pacific Islander	*	*	*	1	1	*	*	*	*
Two or More Races	73	79	110	5	1	5	6.8	1.3	4
White	599	577	535	31	30	31	5.2	5.2	6
Male	722	718		38	34		5.3	4.8	
Female	676	694		22	27		3.3	3.9	
English Learners	173	186	156	12	16	16	6.9	8.7	15
Students with Disabilities	170	177		11	16	26	6.5	9.1	16
Socioeconomically	355	401	379	39	40	48	11.0	10.2	11
Migrant									
Foster	*	*		1	1		*	*	
Homeless	21	26		3	3		14.3	12.0	
Kindergarten									
Grades 1-3									
Grades 4-6	469	465		23	15		4.9	3.3	
Grades 7-8	929	947		37	46		4.0	4.9	
Grades K-8	1,398	1,412		60	61		4.3	4.4	
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	<b>1,398</b>	<b>1,412</b>	<b>1316</b>	<b>60</b>	<b>61</b>	<b>74</b>	<b>4.3</b>	<b>4.4</b>	<b>5</b>

### Conclusions based on this data:

1. With regard to chronic absenteeism, the school-wide average was maintained at 4.4% (per the 2018 CA Dashboard).
2. The chronic absenteeism rates for English Learners (8.7%), EDY students (10.2%), and Students with Disabilities (9.1%) each remain significantly higher than the school-wide average.
3. The chronic absenteeism rates for the Asian, Filipino, and African American student subgroups at MBMS were historically low, placing in the "blue" performance level per the CA Dashboard. The Filipino subgroup declined by 1.9%, which represents a significant change in the affirmative.

# Student Performance Data

## Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	1.6	1.4	1.3

### Conclusions based on this data:

1. The MBMS Suspension Rate was maintained with a marginal decrease of 0.1% from 1.4% in 2017-18 to 1.3% in 2018-19.
2. The MBMS Suspension Rate declined by 0.3%, decreasing over a 3-year period from 1.6% in 2016-17 to 1.3% in 2018-19.
3. MBMS has made significant efforts to promote a positive school culture by implementing various restorative practices (i.e. Community of Kindness, See Something Say Something, Other Means of Correction (OMC) Contracts, etc.).

# Student Performance Data

## Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

### Conclusions based on this data:

1. Does not apply to Meadowbrook Middle school, as our students promote to high school.



# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

## Goal 1: Mathematics

Annual student performance in Math will "increase" or "increase significantly" in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.

## Identified Need

A 3-year trend analysis of school-wide MBMS SBAC performance in Mathematics indicates that marginal growth has occurred, with a baseline score of 57.99% of students who met or exceeded standard in 2016-17 and 58.69% of student who met or exceeded standard in 2018-19. Over a 3-year period, the percentage of English Learners (EL) who met or exceeded standard on the SBAC declined by approximately 2.3% from 14.11% in 2016-17 to 11.76% in 2018-19, representing a performance gap of 46.93% below the All Students group in 2019 Spring. In addition, over the same 3-year period, the percentage of Students with Disability (SPED) who met or exceeded standard on the SBAC declined by approximately 4.2% from 20.39% in 2016-17 to 16.15% in 2018-19, representing a performance gap of 42.5% below the All Students group in 2019 Spring. Stakeholder feedback indicated that there is a desire to further calibrate instructional practices and opportunities for cross-curricular work in support of mathematics and numeracy in all disciplines.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>School Wide</b> Annual student performance in Mathematics will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.</p>	<p>Baseline performance is based upon 2018 placement on the CA Dashboard:</p> <p>Status: 16.6 Points Above Standard Change: Maintained (+1.1 Points) 5x5 Color Designation: Green</p>	<p>Student performance in Mathematics will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.</p>
<p><b>English Learner</b> Annual English Learner performance in Mathematics will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the</p>	<p>Baseline performance is based upon 2018 placement on the CA Dashboard:</p> <p>Status: 22.8 Points Below Standard Change: Maintained (-1.5</p>	<p>English Learner student performance in Mathematics will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
accountability framework of the CA Dashboard.	Points) 5x5 Color Designation: Yellow	CA Dashboard.
<b>EDY/Title I</b> Annual EDY student performance in Mathematics will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.	Baseline performance is based upon 2018 placement on the CA Dashboard:  Status: 57.3 Points Below Standard Change: Increased (+12.8 Points) 5x5 Color Designation: Yellow	EDY student performance in Mathematics will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.
<b>Student with Disabilities</b> Annual SPED student performance in Mathematics will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.	Baseline performance is based upon 2018 placement on the CA Dashboard:  Status: 100.1 Points Below Standard Change: Declined (-4.7 Points) 5x5 Color Designation: Red	SPED student performance in Mathematics will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students: MBMS will continue to implement a Math Workshop course, designed to support students' identified through objective data as needing additional intervention in this discipline. In addition, MBMS will continue to fund and support a tutorial program, staffed by MBMS faculty, to provide targeted small group intervention. Moreover, the school continues to build upon a peer-tutoring program, as well as capitalize on a partnership with California State San Marcos for access to college tutors working with and in support of our students in Mathematics. Furthermore, MBMS has expanded 1:1 Chromebook access in Math classrooms as a means of supporting the development of effective blended learning environments and software designed to appropriately differentiate instruction. The Math department will continue to collaborate and align instructional practices during structured time dedicated to curriculum and instruction (C & I). Time for C & I occurs at least twice monthly. MBMS also supports Student Support Strategies (S3) time, which is designed to facilitate targeted conversations revolving around individual students demonstrating a potential need for intervention services and/or academic support as part of the school's overall (Response to Intervention) RTI. The Math department will also continue to utilize data gathered from a variety of formative assessment tools (i.e. MAPS, common assessments aligned with core curriculum, etc.) to identify potential focal points for re-teaching and support. MBMS will provide additional professional development and structured collaborative planning time with the intent of

incorporating the eight Standards for Mathematical Practice across all disciplines. The MBMS faculty has expressed a desire to further support numeracy for all students by explicitly planning for cross-curricular connections.

### Strategy/Activity

ELL: As a means of supporting teachers in their effort to differentiate instruction for English Learners, MBMS will provide professional development through the lens of Project GLAD (Guided Language Acquisition Design) and the incorporation of SIOP (Sheltered Instruction Observation Protocol) tools and activities designed to target the development of explicit content and language objectives, as well as academic vocabulary. Both of the aforementioned resources will be deployed as a means of supporting acquisition and mastery of content in mathematics, as well as to ensure that English Learners are able to fully engage with the content and language of the discipline. MBMS will continue to provide both individual and small group support through the deployment of English Learner (EL) aides throughout the school-day.

SPED: In addition to all aforementioned supports and resources, the MBMS Special Education program is designed to support students with special needs across a wide-spectrum of ability levels and learning goals. The MBMS program includes Resource Specialist Program (RSP) Mathematics, Special Day Class (SDC) Mathematics, and Learning Strategies (Strats). Each of these programs have been carefully designed to serve students based upon their individual learning needs and goals enumerated within each Individualized Education Plan (IEP). Moreover, the Special Education team participates in grade level C& I meetings on a consistent basis.

### 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)
1333	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries
1000	English Learners 5000-5999: Services And Other Operating Expenditures
50	English Learners 5000-5999: Services And Other Operating Expenditures
200	English Learners 4000-4999: Books And Supplies
2910	English Learners 2000-2999: Classified Personnel Salaries

1667	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures
6740	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries

# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

1. Support high-quality teachers in their implementation of an articulated California standards-based curriculum, instruction, and assessment to ensure College and Career Readiness and Citizenship for all students, TK-12.

## Goal 2: English Language Arts

Annual student performance in English-Language Arts will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.

## Identified Need

A 3-year trend analysis of school-wide MBMS SBAC performance in English-Language Arts indicates that marginal growth has occurred, with a baseline score of 66.87% of students who met or exceeded standard in 2016-17 and 68.73% of students who met or exceeded standard in 2018-19. Over a 3-year period, the percentage of English Learners (EL) who met or exceeded standard on the SBAC declined by approximately 4.25% from 17.65% in 2016-17 to 13.40% in 2018-19, representing a performance gap of 53.47% below the All Students group in 2019 Spring. In addition, over the same 3-year period, the percentage of Students with Disability (SPED) who met or exceeded standard on the SBAC declined by approximately 6% from 24.84% in 2016-17 to 18.6% in 2018-19, representing a performance gap of 48.27% below the All Students group in 2019 Spring. Stakeholder feedback indicated that there is a desire to further calibrate instructional practices and opportunities for cross-curricular work in support of literacy across all disciplines.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>School Wide</b> Annual student performance in English-Language Arts will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.</p>	<p>Baseline performance is based upon 2018 placement on the CA Dashboard:  Status: 30.7 Points Above Standard  Change: Declined (-3.1 Points)  5x5 Color Designation: Green</p>	<p>Student performance in English-Language Arts will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.</p>
<p><b>English Learner</b> English Learner student performance in English-Language Arts will "increase" or "increase significantly" in accordance with the Status and Change metrics established</p>	<p>Baseline performance is based upon 2018 placement on the CA Dashboard:  Status: 7.2 Points Below Standard Change: Declined (by 8.6</p>	<p>English Learner student performance in English-Language Arts will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
within the accountability framework of the CA Dashboard.	Points) 5x5 Color Designation: Orange	framework of the CA Dashboard.
<b>EDY/Title I</b> EDY student performance in English-Language Arts will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.	Baseline performance is based upon 2018 placement on the CA Dashboard:  Status: 26.7 Points Below Standard Change: Increased 6.8 Points 5x5 Color Designation: Yellow	EDY student performance in English-Language Arts will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.
<b>Student with Disabilities</b> SPED student performance in English-Language Arts will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.	Baseline performance is based upon 2018 placement on the CA Dashboard:  Status: 70.1 Below Standard Change: Declined (by 10 Points) 5x5 Color Designation: Red	SPED student performance in English-Language Arts will "increase" or "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students: MBMS will continue to implement a Reading Support program (Read 180), designed to support students' identified through objective data as needing additional intervention in literacy. In addition, MBMS will continue to fund and support a tutorial program, staffed by MBMS faculty, to provide targeted small group intervention. Moreover, the school continues to build upon a peer-tutoring program, as well as capitalize on a partnership with California State San Marcos for access to college tutors working with and in support of our students in English-Language Arts and literacy. Furthermore, MBMS has expanded 1:1 Chromebook access in Basic Education/ELA classrooms as a means of supporting the development of effective blended learning environments and software designed to appropriately differentiate instruction. The ELA department will continue to collaborate and align instructional practices during structured time dedicated to curriculum and instruction (C & I). Time for C & I occurs at least twice monthly. MBMS also supports Student Support Strategies (S3) time, which is designed to facilitate targeted conversations revolving around individual students demonstrating a potential need for intervention services and/or academic support as part of the school's overall (Response to Intervention) RTI. The ELA department will also continue to utilize data gathered from a variety of formative assessment tools (i.e. MAPS, common assessments aligned with core curriculum, etc.) to identify potential focal points for re-teaching and support. MBMS will provide additional professional development and structured collaborative planning time with the intent of strengthening writing instruction across all disciplines. The MBMS



faculty has expressed a desire to further support literacy for all students by explicitly planning for cross-curricular connections.

### Strategy/Activity

ELL: As a means of supporting teachers in their effort to differentiate instruction for English Learners, MBMS will provide professional development through the lens of Project GLAD (Guided Language Acquisition Design) and the incorporation of SIOP (Sheltered Instruction Observation Protocol) tools and activities designed to target the development of explicit content and language objectives, as well as academic vocabulary. Both of the aforementioned resources will be deployed as a means of supporting acquisition and mastery of content in English-Language Arts, as well as to ensure that English Learners are able to fully engage with content and language across all disciplines. MBMS will continue to provide both individual and small group support through the deployment of English Learner (EL) aides throughout the school day.

SPED: In addition to all aforementioned supports and resources, the MBMS Special Education program is designed to support students with special needs across a wide-spectrum of ability levels and learning goals. The MBMS program includes Resource Specialist Program (RSP) English-Language Arts, Special Day Class (SDC) English-Language Arts, and Learning Strategies (Strats). Each of these programs have been carefully designed to serve students based upon their individual learning needs and goals enumerated within each Individualized Education Plan (IEP). Moreover, the Special Education team participates in grade level C& I meetings on a consistent basis.

### 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)
1333	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries
1000	English Learners 5000-5999: Services And Other Operating Expenditures
50	English Learners 5000-5999: Services And Other Operating Expenditures
200	English Learners 4000-4999: Books And Supplies
2910	English Learners 2000-2999: Classified Personnel Salaries

1667	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures
6740	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries



# Goals, Strategies, & Proposed Expenditures

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

## Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

## Goal 3: Socio-Emotional/Behavior

MBMS will cultivate a positive school culture and system of supports for student personal and academic growth.

### Identified Need

Results from the 2019 implementation of the California Healthy Kids Survey indicated that the School Climate Index (SCI) score for the areas of School Climate and Overall Supports and Engagement experienced a decline when measured from 2017-2019. Moreover, the survey data indicated that the area of student "connectedness" (both to the school and to adults in the school) declined from 2017-2019. Whereas the school-wide suspension rate was maintained (per the 2018 CA Dashboard) at 1.3% overall, the suspension rates for English Learners was disproportionately high at 3.2%. The suspension rates for EDY students (2.7%) and Students with Disabilities (2.8%), although representing a decline from the year prior, were also higher than the school-wide average. With regard to chronic absenteeism, the school-wide average was maintained at 4.4% (per the 2018 CA Dashboard). The chronic absenteeism rates for English Learners (8.7%), EDY students (10.2%), and Students with Disabilities (9.1%) each remain significantly higher than the school-wide average.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>School Wide</b></p> <p>The school-wide suspension rate will be maintained, decrease, or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The school-wide chronic absenteeism rate will be maintained, decrease, or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p>	<p>Baseline performance is based upon 2018 placement on the CA Dashboard:            Suspension Rate            Status: 1.3%            Change: Maintained (-0.2%)            5x5 Color Designation: Green</p> <p>Baseline performance is based upon 2018 placement on the CA Dashboard:            Chronic Absentee            Status: 4.4%            Change: Maintained (0.2%)            5x5 Color Designation: Green            School-Wide Attendance Rate:            2018-19: 97%</p>	<p>The school-wide suspension rate will be maintained, decrease, or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The school-wide chronic absenteeism rate will be maintained, decrease, or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The annual school-wide</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>The annual school-wide attendance rate will be maintained at 97% or greater.</p>		<p>attendance rate will be maintained at 97% or greater.</p>
<p><b>English Learner</b> The school-wide suspension rate will decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The chronic absenteeism rate for English Learners will decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The annual school-wide attendance rate will be maintained or increase from the 2018-19 baseline rate of 95.5%</p>	<p>Baseline performance is based upon 2018 placement on the CA Dashboard: Suspension Rate Status: 3.2% Change: Maintained (-0.2%) 5x5 Color Designation: Yellow</p> <p>Baseline performance is based upon 2018 placement on the CA Dashboard: Chronic Absentee Status: 8.7% Change: Increased (1.6%) 5x5 Color Designation: Orange</p> <p>School-Wide Attendance Rate:  2018-19: 95.5%</p>	<p>The school-wide suspension rate will decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The chronic absenteeism rate for English Learners will decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The annual school-wide attendance rate will be maintained or increase from the 2018-19 baseline rate of 95.5%</p>
<p><b>EDY/Title I</b> The school-wide suspension rate will be maintained, decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The chronic absenteeism rate for EDY students will decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The annual school-wide</p>	<p>Baseline performance is based upon 2018 placement on the CA Dashboard: Suspension Rate Status: 2.7% Change: Declined (-0.9%) 5x5 Color Designation: Green</p> <p>Baseline performance is based upon 2018 placement on the CA Dashboard: Chronic Absentee Status: 10.2% Change: Declined (0.5%) 5x5 Color Designation: Yellow</p> <p>School-Wide Attendance Rate:  2018-19: 95.7%</p>	<p>The school-wide suspension rate will be maintained, decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The chronic absenteeism rate for EDY students will decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The annual school-wide attendance rate will be</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
attendance rate will be maintained or increase from the 2018-19 baseline rate of 95.7%.		maintained or increase from the 2018-19 baseline rate of 95.7%
<p><b>Student with Disabilities</b></p> <p>The school-wide suspension rate will be maintained, decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The chronic absenteeism rate for students with disabilities will decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The annual school-wide attendance rate will be maintained or increase from the 2018-19 baseline rate of 94.6%.</p>	<p>Baseline performance is based upon 2018 placement on the CA Dashboard:            Suspension Rate            Status: 2.8%            Change: Declined (-1.5%)            5x5 Color Designation: Green</p> <p>Baseline performance is based upon 2018 placement on the CA Dashboard:            Chronic Absentee            Status: 9.1%            Change: Increased (2.6%)            5x5 Color Designation: Orange</p> <p>School-Wide Attendance Rate:            2018-19: 94.6%</p>	<p>The school-wide suspension rate will be maintained, decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The chronic absenteeism rate for students with disabilities will decrease or decrease significantly in accordance with the status and change metrics established within the accountability framework of the CA Dashboard.</p> <p>The annual school-wide attendance rate will be maintained or increase from the 2018-19 baseline rate of 94.6%</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students: MBMS will continue to implement school-wide Community of Kindness (CK) lessons monthly. These lessons are designed to promote and strengthen positive school culture and climate. Moreover, MBMS continues to build and implement Positive Behavioral Interventions and Supports (PBIS). MBMS PBIS efforts are spearheaded by a Climate and Culture team, tasked with developing and aligning common expectations for student conduct across all areas of the school. These efforts will be pervasive and visible throughout the school through intentional "branding" and signage designed to promote positive school culture. MBMS has joined the Anti-Defamation League (ADL) sponsored "No Place for Hate" school program. This program is designed to combat bias and bullying through ADL developed curriculum and resources. Tobacco Use Prevention Education (TUPE) funding continues to allow MBMS to deploy services designed to educate students and families regarding the dangers and impact of tobacco and drug use. MBMS will

continue to partner with the Amber Craig Memorial Foundation, *With Hope*, to provide a presentation designed to educate, equip, and empower students, families and members of the community on the topics of suicide prevention and mental health awareness. The MBMS counseling team will continue to conduct small group support for students in the areas of academics and social-emotional needs over the course of 6-week sessions throughout the school-year. In Spring 2020, MBMS will implement an internally developed school climate and culture survey for all stakeholder groups (students, families, and staff) as a means of gathering qualitative and quantitative data relevant to strengths and areas for growth.

### Strategy/Activity

As a means of strengthening students' bond to the school, MBMS will expand opportunities for students to engage in clubs and activities (i.e. club rush, parent workshops, student assemblies, etc.). Moreover, MBMs will develop and implement a Meadowbrook 101 workshop structure for parents, designed to educate families as to the importance of attendance, student engagement, and opportunities to engage with the school outside of the traditional classroom environment.

English Learners: MBMS will continue to utilize EL aides to support English Learners in their academic coursework. That said, these aides serve as an integral support for students by building meaningful relationships and connections with students and their families.

Students with Disabilities: MBMS will continue to employ the services of the school psychologist for students with special needs in the areas of mental health and wellness. In addition, MBMS will continue to partner with the Vista Hill Foundation and Poway Unified School District to provide students demonstrating a need for Educationally Related Mental Health Services (ERMHS) with counseling and therapy.

### 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)
1333	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries
1000	English Learners 5000-5999: Services And Other Operating Expenditures
50	English Learners 5000-5999: Services And Other Operating Expenditures
200	English Learners 4000-4999: Books And Supplies
2910	English Learners

	2000-2999: Classified Personnel Salaries
1667	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures

# 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	\$34,960.00

## Other Federal, State, and Local Funds

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

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
Educationally Disadvantaged Youth	\$22,480.00
English Learners	\$12,480.00

Subtotal of state or local funds included for this school: \$34,960.00

Total of federal, state, and/or local funds for this school: \$34,960.00

## Budgeted Funds and Expenditures in this Plan

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

### Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Educationally Disadvantaged Youth	22,480.00
English Learners	12,480.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,480.00
2000-2999: Classified Personnel Salaries	12,729.00
4000-4999: Books And Supplies	600.00
5000-5999: Services And Other Operating Expenditures	8,151.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	13,480.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	3,999.00
5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	5,001.00
2000-2999: Classified Personnel Salaries	English Learners	8,730.00
4000-4999: Books And Supplies	English Learners	600.00
5000-5999: Services And Other Operating Expenditures	English Learners	3,150.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,900.00
Goal 2	13,900.00
Goal 3	7,160.00

# School Site Council Membership

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

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

Name of Members	Role	Date	Signature
Crystal Brownlee	Principal		
Heather Hobbs	Parent or Community		
Lorraine Heikkila	Parent or Community		
Kate Palumbo	Parent or Community		
Anne Brady	Classroom Teacher		
Stacy Hitchcock	Classroom Teacher		
Jessica Yengo	Classroom Teacher		
Rebecca Novick	Classroom Teacher		
Hasita Kanamarlapudi	Secondary Student		
Oriano Castillo Pinero	Secondary Student		
Patrick Reardon	Secondary Student		
Priscilla Simmons	Other School Staff		

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:

<b>Signature</b>	<b>Date</b>	<b>Committee or Advisory Group Name</b>
		English Learner Advisory Committee
		Special Education Advisory Committee
		Gifted and Talented Education Program Advisory Committee
		Other: Library

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 11/5/2019.

Attested:

Principal, Crystal Brownlee on

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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