



# 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	11/16/2020	1/14/2021

## School Vision and Mission

### Mission Statement

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 2020-21 SPSA has been informed by qualitative input and quantitative data gathered directly from multiple stakeholder groups representative of the school-community.**

**Please note that the following represents a summary of the staff survey process that was implemented in Fall 2019. It is included in the 2020-21 SPSA stakeholder involvement process due to the fact that the SPSA staff survey data is still relevant and valuable as it relates to the current SPSA goals.**

**Fall 2019:**

#### **Faculty SPSA Survey**

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.

#### **Fall 2020:**

#### **Faculty Presentation: Focus on MBMS Equity Team and SPSA Goal #4 (Addressing Anti-Racism and Systemic Inequity): October 12th, 2020**

On October 12th, 2020, the MBMS leadership reviewed PUSD's Board Resolution 116-20: Reaffirming Poway Unified School District's Commitment to Fight Racism and Correct Systemic Inequity. In particular, MBMS leadership emphasized the need to incorporate a new goal into the 2020-21 SPSA specifically addressing Anti-Racism and Systemic Inequity. The faculty was introduced to the members of the newly formed MBMS Equity Team, and initial data and findings were provided with a focus on student performance indicators and other relevant data disaggregated by race, ethnicity and student subgroup. Faculty were encouraged to provide ongoing feedback regarding the drafting of Goal #4 via the MBMS Equity Team.

#### **MBMS Equity Team Meeting: Collaborative Drafting of Goal #4 (Addressing Anti-Racism and Systemic Inequity): October 29th, 2020**

On October 29th, 2020, all members of the MBMS Equity Team gathered via a Zoom meeting with the singular task of drafting a goal focused on addressing Anti-Racism and Systemic Inequity. Present at the meeting were members of the MBMS Administrative Team, Counselors, our RTI TOSA, the MBMS Administrative Assistant, and several teachers. The Equity Team engaged in a review of multiple student performance indicators, school-wide discipline data, and data from the most recent release of the CA School Dashboard with a particular focus on the CA Dashboard Equity Reports. Moreover, all data was desegregated by race/ethnicity and/or student subgroup. Moreover, the team conducted a reviewed of PUSD's Board Resolution 116-20, as well as several exemplar goals and metrics derived from the language of the aforementioned resolution. After a rich and productive conversation, the MBMS Equity Team proposed the following language for SPSA Goal #4:

Goal #4: MBMS will develop and deploy a survey to gauge student, parent, and teacher perceptions regarding racial, cultural, and ethnic disparities in order to establish baseline data and a foundation for immediate and intentional action.

#### **MBMS School Site Council Meeting: SPSA Review: November 2nd, 2020**

On November 2nd, 2020, the MBMS School Site Council, inclusive of site administration, teacher, staff, parent and student members, were presented with an in-depth review of the SPSA development process, PUSD's Mission and Vision, PUSD's LCAP Goals, and the SPSA and LCAP as they relate to state and federal funding. In addition, the SSC engaged in a review of each of the four proposed SPSA goals for MBMS. Lastly, the SSC considered the proposed budget to be included in the 2020-21 SPSA, specifically addressing expenditures designed to serve English Learners (EL) and Economically Disadvantaged Youth (EDY).

# School and Student Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.07%	0.08%	0.08%	1	1	1
African American	3.04%	2.51%	2.92%	42	33	37
Asian	17.35%	15.29%	14.52%	240	201	184
Filipino	5.21%	5.17%	5.13%	72	68	65
Hispanic/Latino	24.87%	25.02%	27.7%	344	329	351
Pacific Islander	0.22%	0.3%	0.24%	3	4	3
White	41.00%	40.68%	34.57%	567	535	438
Two or More Responses	5.50%	7.98%	11.05%	76	105	140
Not Reported	2.75%	2.97%	3.79%	38	39	48
<b>Total Enrollment</b>				1383	1,315	1,267

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	455	421	415
Grade 7	455	442	422
Grade 8	473	452	430
<b>Total Enrollment</b>	1,383	1,315	1,267

### Conclusions based on this data:

1. There has been an 8.4% drop in student enrollment when measured from the 2017-18 to the 2019-20 school-year. This trend was evident in each grade level 6-8.
2. As of the 2019-20 school-year, our three largest student subgroups are White at 34.57%, Hispanic/ Latino at 27.7% and Asian at 14.52%.
3. Between 2017-18 and 2019-20, the White student population has experienced a decline of 6.43% (129), while the Hispanic/Latino student population has increased by 2.83%. Also of note is a 5.55% increase in students reporting as "Two or More Responses." The overall trend represents an increasingly diverse student population at Meadowbrook.

# School and Student Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	186	156	135	13.4%	11.9%	10.7%
Fluent English Proficient (FEP)	307	293	300	22.2%	22.3%	23.7%
Reclassified Fluent English Proficient	18	31	56	11.0%	16.7%	35.9%

### Conclusions based on this data:

1. The percentage of students reclassifying as RFEP between 2017-18 and 2019-20 experienced a significant increase at 35.9%. This represents a 24.9% growth in student performance for this subgroup. Also of note is the 19.% increase in the percentage of students reclassifying as RFEP from 2018-19 to 2019-20.
2. Approximately 10.7% of our student population consists of English Learners. There has been a 2.7% decrease in English Learners as a percentage of the overall student population between 2017-18 and 2019-20.
3. The (FEP) student population has remained relatively constant, hovering at 23.7%, between 2017-18 and 2019-20.

# 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.	2561.	25.67	27.48	29.26	38.84	40.99	37.41	22.32	18.92	21.10	13.17	12.61	12.23
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	30.34	38.97	42.72	38.78	19.82	19.61	19.31	13.31	13.15	11.57

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	34.77	49.55	44.14	51.32	17.63	16.89	13.91
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	41.13	46.75	46.10	46.44	14.58	14.20	12.43

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

## Alternative Metrics English Language Arts/Literacy (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress i.e. iReady, and criterion referenced assessments.

### Conclusions based on this data:

- Grade 6: SBAC performance in ELA for grade 6 was maintained at 68.27% Met and Exceeded from 2018-19 to 2019-20. However, performance has increased by approximately 3.7% when considering multi-year performance from 2017-18 to 2019-20. Overall, this represents a continuing trend of marginal growth.
- Grade 7: SBAC performance in ELA for grade 7 experienced a very modest increase of approximately 1% from 72.53% to 73.42% of students performing at Met or Exceeded from 2018-19 to 2019-20. Performance has increased marginally by approximately 7.34% when considering multi-year performance from 2017-18 to 2019-20.
- Grade 8: SBAC performance in ELA for grade 8 experienced a significant increase of 6.36% from 60.92% to 67.28% of students performing at Met or Exceeded from 2018-19 to 2019-20. Performance has decreased slightly by 2.81% when considering multi-year performance from 2017-18 to 2019-20.



# 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
Grade 6	33.26	33.93	31.82	43.46	49.21	45.93	23.28	16.85	22.25
Grade 7	25.93	34.68	35.51	52.53	48.87	51.87	21.54	16.44	12.62
Grade 8	48.40	39.22	40.27	37.44	43.36	43.25	14.16	17.43	16.48
All Grades	35.71	35.98	35.93	44.57	47.11	47.00	19.72	16.91	17.07

## Alternative Metrics Mathematics (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress i.e. iReady, and criterion referenced assessments.

### Conclusions based on this data:

- Grade 6: SBAC performance in Math for grade 6 experienced a decrease of 7.84% from 60% to 52.16% of students who Met or Exceeded from 2017-18 to 2018-19. Performance has decreased marginally by 1.72% when considering multi-year performance from 2016-17 to 2018-19.
- Grade 7: SBAC performance in Math for grade 7 increased by 4.38% from 61.04% to 65.42% of students who Met or Exceeded from 2017-18 to 2018-19. Performance has increased by approximately 9.38% when considering multi-year performance from 2016-17 to 2018-19.
- Grade 8: SBAC performance in Math for grade 8 experienced a slight increase of approximately 1% from 57.51% to 58.35% of students who Met or Exceeded from 2017-18 to 2018-19. Performance has decreased by 5.89% when considering multi-year 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	1539.8	1556.2	1546.6	1560.6	1532.5	57	38
Grade 7	1552.3	1540.3	1547.3	1544.6	1556.9	1535.4	45	38
Grade 8	1573.9	1569.4	1570.1	1581.2	1577.2	1557.2	54	29
All Grades							156	105

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	18.42	33.33	42.11	*	31.58	*	7.89	57	38
7	40.00	34.21	37.78	39.47	*	15.79	*	10.53	45	38
8	66.67	37.93	24.07	34.48	*	20.69	*	6.90	54	29
All Grades	53.85	29.52	31.41	39.05	9.62	22.86	*	8.57	156	105

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	*	13.16	*	5.26	57	38
7	48.89	52.63	42.22	31.58	*	5.26	*	10.53	45	38
8	75.93	51.72	*	27.59	*	17.24	*	3.45	54	29
All Grades	64.10	50.48	27.56	31.43	*	11.43	*	6.67	156	105

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	10.53	28.07	15.79	19.30	47.37	*	26.32	57	38
7	35.56	18.42	*	31.58	*	31.58	*	18.42	45	38
8	53.70	17.24	*	31.03	20.37	27.59	*	24.14	54	29
All Grades	43.59	15.24	22.44	25.71	20.51	36.19	13.46	22.86	156	105

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	23.68	43.86	57.89	*	18.42	57	38
7	37.78	15.79	57.78	65.79	*	18.42	45	38
8	61.11	13.79	33.33	72.41	*	13.79	54	29
All Grades	51.28	18.10	44.23	64.76	*	17.14	156	105

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	*	5.26	57	38
7	71.11	73.68	24.44	15.79	*	10.53	45	38
8	85.19	65.52	*	31.03	*	3.45	54	29
All Grades	77.56	64.76	19.87	28.57	*	6.67	156	105

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	10.53	26.32	50.00	31.58	39.47	57	38
7	42.22	18.42	*	44.74	44.44	36.84	45	38
8	48.15	31.03	*	34.48	33.33	34.48	54	29
All Grades	44.23	19.05	19.87	43.81	35.90	37.14	156	105

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	21.05	68.42	68.42		10.53	57	38
7	24.44	13.16	68.89	76.32	*	10.53	45	38
8	59.26	0.00	40.74	93.10		6.90	54	29
All Grades	39.10	12.38	58.97	78.10	*	9.52	156	105

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

## Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to

monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e. iReady and criterion referenced assessments.

**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		
	17-18	18-19	*19-20	17-18	18-19	*19-20	17-18	18-19	*19-20
African American	42	33	43	0	2	3	0.0	6	6.98
American Indian or Alaskan	*	*	1	1	*		*	*	
Asian	242	201	186	2	0	1	0.8	0	0.54
Filipino	76	63	67	1	2	2	1.4	3	2.99
Hispanic or Latino	353	330	374	23	31	30	6.6	9	8.02
Did not Report	39	39		4	3		10.3	7	
Pacific Islander	*	*	3	1	*		*	*	
Two or More Races	79	110	149	1	5	3	1.3	4	2.01
White	577	535	461	30	31	24	5.2	6	5.21
Male	718			34			4.8		
Female	694			27			3.9		
English Learners	186	156	82	16	16	9	8.7	15	10.98
Students with Disabilities	177			16	26		9.1	16	
Socioeconomically	401	379		40	48		10.2	11	
Migrant									
Foster	*			1			*		
Homeless	26			3			12.0		
Kindergarten									
Grades 1-3									
Grades 4-6	465			15			3.3		
Grades 7-8	947			46			4.9		
Grades K-8	1,412			61			4.4		
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	<b>1,412</b>	<b>1316</b>	<b>1299</b>	<b>61</b>	<b>74</b>	<b>64</b>	<b>4.4</b>	<b>5</b>	<b>4.93</b>

\* Date range August 21, 2019 – March 15, 2020

### Conclusions based on this data:

1. With regard to chronic absenteeism, the school-wide average increased by 1.2% to 5.5% (per the 2019 CA Dashboard).
2. The 2019-20 chronic absenteeism rates for English Learners (10.98%) and Hispanic/Latino (8.02%) students each remain significantly higher than the school-wide average.
3. Although significant increases in Chronic Absenteeism were evident with the EL, EDY, and SpEd student subgroups, a broad pattern of increased absenteeism was noted across nearly all other significant subgroups at Meadowbrook.

# Student Performance Data

## Suspension Data

	2017-18	2018-19	*2019-20
<b>Suspensions Rate</b>	1.4	1.3	1.54

\* Date range August 21, 2019 – March 15, 2020

### 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. However, the most recent 2019-20 suspension rate of 1.54% represents an increase of 0.24% from the previous school year.
2. The suspension rate, as a proportion of enrolled students, was 1.6% for White students, while the African American and Hispanic student suspension rates were 5.4% and 3.4% respectively.
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

	2017-18	2018-19	*2019-20
<b>Graduation Rate</b>			

\* Preliminary Data

### 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

As it relates to the most recent 2019 California Dashboard data for Meadowbrook Middle School, the All Students group performed at 21.2 points above standard (Green Status and Change Color Designation), representing an increase of 4.7 points from the previous school year. While this modest increase in performance does demonstrate positive growth, the accompanying CA Dashboard Equity Report in Mathematics revealed that Students with Disabilities performed at 100.1 points below standard (Orange Status and Change Color Designation). Although this student group demonstrated an increase of 17 points, the significant performance gap serves as an area for growth as a school. Likewise, the African American, English Learner, Hispanic, and Socioeconomically Disadvantaged student groups each achieved observable growth, yet each of the aforementioned groups remains within the Yellow Color Designation per the Status and Change metrics due to the continued performance gap when compared to the All Students group.

As derived from the fall iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students - 48%  
 EL - 8%  
 EDY - 20.8%  
 Special Education - 12.9%  
 Hispanic - 31.0%  
 African American – 40.9%

This preliminary data from September/October 2020 further emphasizes the existence of a significant performance gap in Mathematics between the Special Education population and the All Students group at MBMS. The same can be said of the apparent gap between the All Students group and students in the Socioeconomically Disadvantaged subgroup.

## Alternative Metrics

## 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>Actual performance is based upon 2019 placement on the CA Dashboard:                       Status: 21.2 Points Above Standard                      Change: Increased (+4.7 Points)                      5x5 Color Designation: Green</p>	<p>Student performance in Mathematics will be "maintained", will "increase" or will "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>*Please note that this goal pertains to projected student performance on the Spring 2021 CAASPP in Mathematics.</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 accountability framework of the CA Dashboard.</p>	<p>Actual performance is based upon 2019 placement on the CA Dashboard:</p> <p>Status: 34 Points Below Standard Change: Increased (+7 Points) 5x5 Color Designation: Yellow</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 CA Dashboard.</p> <p>*Please note that this goal pertains to projected student performance on the Spring 2021 CAASPP in Mathematics.</p>
<p><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.</p>	<p>Actual performance is based upon 2019 placement on the CA Dashboard:</p> <p>Status: 47.5 Points Below Standard Change: Increased (+9.7 Points) 5x5 Color Designation: Yellow</p>	<p>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.</p> <p>*Please note that this goal pertains to projected student performance on the Spring 2021 CAASPP in Mathematics.</p>
<p><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.</p>	<p>Actual performance is based upon 201 placement on the CA Dashboard:</p> <p>Status: 100.1 Points Below Standard Change: Increased (+17 Points)</p>	<p>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.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5x5 Color Designation: Orange	*Please note that this goal pertains to projected student performance on the Spring 2021 CAASPP in Mathematics.

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 across grades 6-8, designed to support students identified through the analysis of objective data as needing additional intervention in this discipline. Furthermore, MBMS has expanded 1:1 Chromebook access 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). 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. iReady, MDTP, common assessments aligned with core curriculum, etc.) to identify potential focal points for re-teaching and support. In particular, the iReady platform serves as a new addition to the repertoire of diagnostic tools available to MBMS faculty in 2020-21. The iReady diagnostic will, for the 2020-21 school-year, replace the previous NWEA MAPs (Measures of Academic Progress) diagnostic as the primary internal formative measure for Mathematics and ELA this school-year. Administered three times annually, the iReady diagnostic in Mathematics reveals grade level readiness and potential areas for growth across a number of instructional domains in Mathematics. The key difference between iReady and its predecessor, NWEA MAPs, rests with the iReady Learning Path and the associated battery of targeted, differentiated support lessons. Math teachers will receive training and support from PUSD Learning Support Services, the PUSD Math TOSA, and from iReady support staff as it relates to the implementation of the iReady platform for targeted intervention and support. Beyond iReady, the Mathematics Diagnostic Testing Project (MDTP) assessment serves as an additional diagnostic tool that was piloted by PUSD during the Spring 2020 distance learning period. The MDTP measures several critical areas of numeracy and assigns a "critical readiness score" to students as a means of signaling "readiness" for grade level instruction in the subsequent year's Math course. At this time, the MDTP has not been administered broadly, but rather as an alternative measure as it relates to students wishing to place into advanced mathematics courses at MBMS, such as Compacted Math 6/7, Compacted Math 7/8, or Integrated Math I at the middle school level. The MBMS faculty has expressed a desire to further support numeracy for all students by explicitly planning for cross-curricular connections in the 2019-20 SPSA Faculty Survey, as this desire carries into 2020-21.

## Strategy/Activity

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 Curriculum and Instruction (C&I) meetings on a consistent basis.

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 Designated ELD instruction to support teachers in providing more opportunities for ELs to develop their English language. 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.

### 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)
4126	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
2333	English Learners 2000-2999: Classified Personnel Salaries
1900	English Learners 5000-5999: Services And Other Operating Expenditures
2062	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2019-20

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.

As proposed in the 2019-20 SPSA, MBMS offered three sections of Math Workshop, identifying approximately 75 students across grades 6-8 to participate in this course. Parents/Guardians were consulted regarding recommended placement in Math Workshop and were afforded the option to decline participation on behalf of their student(s). Each Math Workshop course operated in conjunction with a corresponding Math 6, 7, or 8 curriculum, and students fully participated in both the core math class, as well as the support/intervention provided during the Math Workshop period. The Math Workshop course was sustained throughout the school year, inclusive of the Spring 2020 distance learning period. Students received intervention and support via both live and asynchronous instruction supported by MBMS faculty. With regard to MAPs diagnostic testing, this assessment was offered in Fall and Winter of the 2019-20 school year. However, the scheduled Spring 2020 MAPs assessment was not implemented due to the unforeseen public health crisis that necessitated an immediate transition to distance learning in March 2020.

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

As previously stated, MBMS was not able to implement the Spring 2020 MAPs diagnostic assessment, nor were students asked to participate in the CAASPP assessment, both as a result of the public health crisis. This presented a particular dilemma as it relates to the Mathematics placement process in that teachers and administrators did not have readily available objective, standardized data to guide recommendations for 2020-21 Math placement (whether for Math Workshop or for Compacted Math 6/7, etc.). As a result, the MBMS Math team, supported by the PUSD secondary Math TOSA, site administration, and district support staff, partnered with UCSD to implement the MDTP (Math Diagnostic Testing Project) assessment as a means of establishing an informative and objective measure of student readiness across several critical indicators of numeracy. With regard to budgeted expenditures, a significant majority of EDY funds, which had originally been allocated to support tutoring programs and professional development, were instead redirected to support the acquisition of much needed Chromebooks to support distance learning and virtual instruction during the COVID-19 public health crisis.

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

The goal, as written, is designed to be in alignment with the performance measures established via the California Dashboard and its associated 5x5 Status and Change metrics. With that being said, the absence of Spring 2020 CAASPP data (as a result of the public health crisis) means that the 2020-21 SPSA goal in Mathematics will consider the Spring 2021 CAASPP implementation as the primary measure of student growth and achievement in this area. This is referenced explicitly in the Annual Measurable Outcomes sections under Goal #1. In addition, the iReady diagnostic will, for the 2020-21 school-year, replace the previous NWEA MAPs (Measures of Academic Progress) diagnostic as the primary internal formative measure for Mathematics and ELA this school-year. Administered three times annually, the iReady diagnostic in Mathematics reveals grade level readiness and potential areas for growth across a number of instructional domains in Mathematics. The key difference between iReady and its predecessor, NWEA MAPs, rests with the iReady Learning Path and the associated battery of targeted, differentiated support lessons.



# 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

As it relates to the most recent 2019 California Dashboard data for Meadowbrook Middle School, the All Students group performed at 40 points above standard (Green Status and Change Color Designation), representing an increase of 9.3 points from the previous school year. While this modest increase in performance does demonstrate positive growth, the accompanying CA Dashboard Equity Report in ELA revealed that Students with Disabilities performed at 72.5 points below standard (Orange Status and Change Color Designation). Although this student group demonstrated an increase of 11.9 points, the significant performance gap serves as an area for growth as a school. Likewise, the African American, English Learner, and Socioeconomically Disadvantaged student groups each achieved observable growth, yet each of the aforementioned groups remains within the Yellow Color Designation per the Status and Change metrics due to the continued performance gap when compared to the All Students group.

As derived from the fall iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students-56%

EL-6%

EDY-27.5%

Special Education-22.2%

Hispanic-38.2%

African American-40.0%

This preliminary data from September/October 2020 further emphasizes the existence of a significant performance gap in ELA-Reading between the English Language Learner (EL) population and the All Students group at MBMS. The same can be said of the apparent gap between the All Students group and students in the Socioeconomically Disadvantaged subgroup.

### Alternative Metrics

## 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>Actual performance is based upon 2019 placement on the CA Dashboard:</p> <p>Status: 40 Points Above Standard</p> <p>Change: Increased (+9.3 Points)</p> <p>5x5 Color Designation: Green</p>	<p>Student performance in English-Language Arts will be "maintained," will "increase" or will "increase significantly" in accordance with the Status and Change metrics established within the accountability framework of the CA Dashboard.</p> <p>*Please note that this goal pertains to projected student performance on the Spring 2021 CAASPP in Mathematics.</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 within the accountability framework of the CA Dashboard.</p>	<p>Actual performance is based upon 2019 placement on the CA Dashboard:</p> <p>Status: 10.5 Points Below Standard</p> <p>Change: Increased (+13 Points)</p> <p>5x5 Color Designation: Yellow</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 framework of the CA Dashboard.</p> <p>*Please note that this goal pertains to projected student performance on the Spring 2021 CAASPP in Mathematics.</p>
<p><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.</p>	<p>Actual performance is based upon 2019 placement on the CA Dashboard:</p> <p>Status: 15.1 Points Below Standard</p> <p>Change: Increased (+11.6 Points)</p> <p>5x5 Color Designation: Yellow</p>	<p>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.</p> <p>*Please note that this goal pertains to projected student performance on the Spring 2021 CAASPP in Mathematics.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><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.</p>	<p>Actual performance is based upon 2019 placement on the CA Dashboard:</p> <p>Status: 72.5 Below Standard            Change: Increased (+11.9 Points)            5x5 Color Designation: Orange</p>	<p>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.</p> <p>*Please note that this goal pertains to projected student performance on the Spring 2021 CAASPP in Mathematics.</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 a Reading Support program (Read 180), designed to support students' identified through objective data as needing additional intervention in 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. iReady, 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. With the goal of strengthening writing instruction across all grades at MBMS, we have purchased a supplementary writing curriculum. Lucy Calkins "The Units of Study for Teaching Writing" will provide teachers the support of middle school learning progressions for writing, student checklists, exemplar writing pieces, demonstration texts, as well as 3 units of study for teaching writing. Utilizing these tools, teachers will develop "common language" and a consistent workshop model for teaching writing. This curriculum will facilitate the alignment of writing instruction across all grade levels, as each grade level unit of study lays the foundation for the subsequent year.

### Strategy/Activity



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. Of particular note in 2020-21 is the intentional additional investment of site funds to support access to the iReady platform's Learning Path material for ELA for students within the Special Education program at MBMS. PUSD invested significantly in the iReady platform's diagnostic tools in Mathematics and ELA for all students, as well as much needed access to the iReady Learning Path in Mathematics as a targeted instructional area across the district. In support of PUSD's broad goal to address very pronounced needs for targeted instructional intervention and support through differentiation, in particular while operating within a distance learning environment, Meadowbrook invested funds to guarantee access to the iReady ELA Learning Path and associated content for students in the Special Education program. Training has also been scheduled to support iReady Learning Path implementation, as well as to guide teachers through effective strategies to leverage diagnostic data, in November 2020.

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 Designated ELD instruction to support teachers in providing more opportunities for ELs to develop their English language. In December, MBMS will send 3 basic education teachers to a three day GLAD training. Beginning in November, and continuing every two months, all ELA teachers will attend district wide training on Designated and Integrated ELD provided by PUSD. 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.

### 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)
4124	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
2334	English Learners 2000-2999: Classified Personnel Salaries
1900	English Learners 5000-5999: Services And Other Operating Expenditures
2062	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries

	None Specified None Specified
	None Specified None Specified
	None Specified None Specified

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

As proposed in the 2019-20 SPSA, MBMS offered two sections of Read 180, identifying approximately 50 students in grade 6 to participate in this course. Parents/Guardians were consulted regarding recommended placement in Read 180 and were afforded the option to decline participation on behalf of their student(s). The Read 180 course was sustained throughout the school year, inclusive of the Spring 2020 distance learning period. Students received intervention and support via both live and asynchronous instruction supported by MBMS faculty. With regard to MAPs diagnostic testing, this assessment was offered in Fall and Winter of the 2019-20 school year. However, the scheduled Spring 2020 MAPs assessment was not implemented due to the unforeseen public health crisis that necessitated an immediate transition to distance learning in March 2020.

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

As previously stated, MBMS was not able to implement the Spring 2020 MAPs diagnostic assessment, nor were students asked to participate in the CAASPP assessment, both as a result of the public health crisis. With regard to budgeted expenditures, a significant majority of EDY funds, which had originally been allocated to support tutoring programs and professional development, were instead redirected to support the acquisition of much needed Chromebooks to support distance learning and virtual instruction during the COVID-19 public health crisis.

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

The goal, as written, is designed to be in alignment with the performance measures established via the California Dashboard and its associated 5x5 Status and Change metrics. With that being said, the absence of Spring 2020 CAASPP data (as a result of the public health crisis) means that the 2020-21 SPSA goal in E:A will consider the Spring 2021 CAASPP implementation as the primary

measure of student growth and achievement in this area. This is referenced explicitly in the Annual Measurable Outcomes sections under Goal #2. In addition, the iReady diagnostic will, for the 2020-21 school-year, replace the previous NWEA MAPs (Measures of Academic Progress) diagnostic as the primary internal formative measure for Mathematics and ELA this school-year. Administered three times annually, the iReady diagnostic in Mathematics reveals grade level readiness and potential areas for growth across a number of instructional domains in Mathematics. The key difference between iReady and its predecessor, NWEA MAPs, rests with the iReady Learning Path and the associated battery of targeted, differentiated support lessons.

# 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

As it relates to the most recent 2019 California Dashboard data for Meadowbrook Middle School, the All Students suspension rate was 1.4% (Green Status and Change Color Designation), representing an increase of .1% from the previous school year. The projected 2019-20 suspension rate rests at 1.54%, which represents a 2-year consecutive increase in this indicator. The accompanying 2019 CA Dashboard Equity Report in this area revealed that suspension rate for Students with Disabilities "increased" by 3.8% to 6.6% (Orange Status and Change Color Designation), and that number is projected to have risen once again during the 2019-20 school year. With regard to student discipline, 24.7% of White students (108 individual students) experienced at least one discipline incident, while 45.9% (17 individual students) experienced at least one discipline incident. The suspension rate, as a proportion of enrolled students, was 1.6% for White students, while the African American and Hispanic student suspension rates were 5.4% and 3.4% respectively.

### Alternative Metrics

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>School Wide</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 school-wide chronic absenteeism rate will be</p>	<p>Actual performance is based upon 2019 placement on the CA Dashboard: Suspension Rate Status: 1.4% Change: Maintained (+0.1%) 5x5 Color Designation: Green</p> <p>Actual performance is based upon 2019 placement on the CA Dashboard: Chronic Absentee</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</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>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 attendance rate will be maintained at 97% or greater.</p>	<p>Status: 5.5% Change: Increased (+1.2%) 5x5 Color Designation: Orange School-Wide Attendance Rate:</p> <p>2019-20: TBD</p>	<p>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 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>Actual performance is based upon 2019 placement on the CA Dashboard: Suspension Rate Status: 2.4% Change: Declined (-0.8%) 5x5 Color Designation: Green</p> <p>Actual performance is based upon 2019 placement on the CA Dashboard: Chronic Absentee Status: 11.3% Change: Increased (2.5%) 5x5 Color Designation: Orange</p> <p>School-Wide Attendance Rate:</p> <p>2019-20: TBD</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 will increase from the 2019-20 rate of TBD%</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</p>	<p>Actual performance is based upon 2019 placement on the CA Dashboard: Suspension Rate Status: 2.8% Change: Maintained (0%) 5x5 Color Designation: Yellow</p> <p>Baseline performance is based upon 2018 placement on the CA Dashboard: Chronic Absentee</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</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>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 95.7%</p>	<p>Status: 11.1% Change: Increased (1%) 5x5 Color Designation: Orange</p> <p>School-Wide Attendance Rate:</p> <p>2019-20: TBD%</p>	<p>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 will increase from the 2019-20 baseline rate of TBD%</p>
<p><b>Student with Disabilities</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 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>Actual performance is based upon 2019 placement on the CA Dashboard: Suspension Rate Status: 6.6% Change: Increased (+3.8%) 5x5 Color Designation: Orange</p> <p>Actual performance is based upon 2019 placement on the CA Dashboard: Chronic Absentee Status: 15.9% Change: Increased (6.8%) 5x5 Color Designation: Red</p> <p>School-Wide Attendance Rate:</p> <p>2019-20: TBD</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 will increase from the 2019-20 baseline rate of TBD%</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 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. Our intent is to support student access to this support via both virtual and/or on campus settings (when health and safety conditions allow). 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 (possibly virtual in Spring 2021), parent forums, etc.).

#### Strategy/Activity

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. In addition, we want our ELL students to be more involved in student groups on campus (Mustang Leaders, ASB etc...), and we will be intentional about encouraging students to join.

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)
4124	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
2333	English Learners 2000-2999: Classified Personnel Salaries
2062	Educationally Disadvantaged Youth 2000-2999: Classified Personnel Salaries

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

Throughout the Fall of 2019, MBMS faculty and site leadership engaged in collaborative conversations with the intent of exploring Meadowbrook's Core Values as a school. Faculty surveys, small group dialogues, and faculty-wide conversations held over multiple staff and department meetings resulted in a consensus on the following Core Values for MBMS: Perseverance, Respect, Integrity, Diversity, Empathy (P.R.I.D.E.). These Core Values were integrated into the work of the MBMS PBIS team throughout 2019-20, in particular as it relates to the commitment to incorporate and "brand" these values into the culture, systems and physical environment of the school. In addition, several members of the MBMS faculty and stakeholder community, including the school's PTSA Equity, Diversity and Inclusion chair, site leadership, counselors, and members of the faculty, attended the San Diego Equity Conference in Fall 2020. The team in attendance reported back with resources and information that was shared with the school's leadership team, PBIS team, and PTSA.

Furthermore, our efforts to continue Community of Kindness lessons continued monthly through early Spring 2020, and, although the traditional "on campus" CK lessons were not able to move forward after March 13th due to the public health crisis, the MBMS counseling team continued to provide support and SEL resources our staff and students. Meadowbrook was also designated as a No Place for Hate school after having partnered with the Anti Defamation League (ADL) to roll out several NPFH activities throughout 2019-20.

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

Due to the advent of the public health crisis and the subsequent period of distance learning in Spring 2020, several of our efforts and priorities shifted from strengthening on campus culture and climate to student and family outreach and support. Student attendance, and, more importantly, access and participation, in distance learning was a challenge. The MBMS counseling, administrative and student support services teams collaborated with teachers and other support staff to identify, report, and monitor a Mustang Watch List, designed to serve as a tool to facilitate contact and the deployment of support or resources to students and their families, who may have demonstrated significant challenges with attendance or access to the instructional program.

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

The MBMS Counseling team has been forced to adjust the manner in which they conduct small support groups due to the advent of distance learning. At this time, although the intent is to run small support groups on 6-week cycles when we return to the brick and mortar campus, counseling will remain largely individualized while occurring remotely. Groups, such as the MBMS Mustang Leaders, will continue to operate and meet consistently via Zoom. With regard to TUPE, school



clubs, and the efforts supported largely by the MBMS Student Services Team, that work will continue into 2020-21. However, in order to strengthen this work, our SSS staff will collaborate much more consistently with the MBMS Counseling team as a means of ensuring that students are offered multiple avenues for support.

# 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 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

MBMS will develop and deploy a survey to gauge student, parent, and teacher perceptions regarding racial, cultural, and ethnic disparities in order to establish baseline data and a foundation for immediate and intentional action.

### Identified Need

In June 2020, the PUSD School Board approved Resolution No. 116-20. Reaffirming Poway Unified School District's Commitment to Fight Racism and Correct Systemic Inequity. Some of the language therein captures the essence of our school's needs and desires in this critical arena. "The Poway Unified School District will examine and confront the biases in our own school district and actively engage with staff, students, and families, and our whole community to address problematic practices that are contributing to unfair, inequitable outcomes; and BE IT FURTHER RESOLVED, that Poway Unified School District will seek to better align our resources to meet the diverse and dynamic needs of all students, staff, and community; and BE IT FURTHER RESOLVED, that Poway Unified School District reaffirms its commitment to fighting racism in all its forms and correcting systemic inequity in order to fulfill our District vision of creating culture and conditions to empower world-class learners and mission of inspiring passion and preparing every student to thrive in college, career, and life by providing personalized, rich, and rigorous learning experiences" (Excerpt: Poway Unified School District Board Resolution 116-20).

The faculty, staff, students, and the entire community of stakeholders at Meadowbrook Middle School stand firmly in support of this effort, and our work in 2020-21 represents both a continuation of ongoing efforts to address issues of equity within our school, as well as a renewed determination to directly combat racism and systemic inequity through sustained, communal action.

In the spirit of this work, it is important to note several critical points of qualitative and quantitative data that represent a comprehensive need in this area from the school site level.

The most recent California Dashboard data for Meadowbrook Middle School revealed significant disparities in academic performance across several key student subgroups. In the area of Mathematics, White students performed at 34.7 points above standard (Green Status and Change Color Designation). Conversely, students identifying as African American or Hispanic performed at 37.5 and 28.8 points below standard (Yellow Status and Change Color Designation), respectively. Moreover, in English-Language Arts, White students performed at 51.6 points above standard (Blue Status and Change Color Designation), whereas African American and English Learner (EL) students performed at 11.7 and 10.5 points below standard (Yellow Status and Change Color Designation), respectively. With regard to academic performance as measured by grades, specifically the number and percentage of students receiving a mark of "D" or "F" on a progress notice or report card, Meadowbrook's leadership team has worked in collaboration with PUSD's Student Information System (SIS) support team to create a query in Synergy that allows our school

site to quickly disaggregate student grades by race, ethnicity, and special program enrollment. MBMS has gathered this initial data and has committed to collecting, analyzing, and incorporating this data into our school's RTI (Response to Intervention) efforts, as well as into the dialogue in our equity work. As of the first reporting period in Fall 2020, approximately 55% of Hispanic students received at least 1 D or F grade on their initial progress notices, whereas 32% of African American students and 26% of White students received at least 1 D or F grade, respectively.

The most glaring disparities among measurable student outcomes were apparent within Meadowbrook's most recent 2019-20 Discipline and Suspension data. With regard to student discipline, 24.7% of White students (108 individual students) experienced at least one discipline incident, while 45.9% (17 individual students) experienced at least one discipline incident. The suspension rate, as a proportion of enrolled students, was 1.6% for White students, while the African American and Hispanic student suspension rates were 5.4% and 3.4% respectively.

Moreover, stakeholder feedback indicates a strong desire to expand access to core instructional materials and supplemental texts that are representative of diverse perspectives. Furthermore, stakeholders have requested expanded access to literature and texts wherein main characters, plot lines, and authors are representative of perspectives and life experiences of individuals from the BIPOC community.

## Alternative Metrics

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>School Wide</b></p> <p>*Conduct at least 2 parent focus groups designed to gather input into the development of the survey instrument by January 2020.</p> <p>*Conduct at least 2 student focus groups designed to gather input into the development of the survey instrument by January 2020.</p> <p>*Work with the MBMS Equity Team to complete a draft survey by the end of January 2020.</p>		<p>*Conduct at least 2 parent focus groups designed to gather input into the development of the survey instrument by January 2020.</p> <p>*Conduct at least 2 student focus groups designed to gather input into the development of the survey instrument by January 2020.</p> <p>*Work with the MBMS Equity Team to complete a draft survey by the end of January 2020.</p> <p>*Deploy the survey (digitally) for stakeholder feedback by February 2020.</p> <p>*MBMS will achieve a response rate of at least 75% on the stakeholder survey.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>*Deploy the survey (digitally) for stakeholder feedback by February 2020.</p> <p>*MBMS will achieve a response rate of at least 75% on the stakeholder survey.</p>		
<p><b>English Learner</b></p> <p>*MBMS will achieve a response rate of at least 75% of EL families on the stakeholder survey.</p>		<p>*MBMS will achieve a response rate of at least 75% of EL families on the stakeholder survey.</p>
<p><b>EDY/Title I</b></p> <p>*MBMS will achieve a response rate of at least 75% of EDY families on the stakeholder survey.</p>		<p>*MBMS will achieve a response rate of at least 75% of EDY families on the stakeholder survey.</p>
<p><b>Student with Disabilities</b></p> <p>*MBMS will achieve a response rate of at least 75% of SpEd families on the stakeholder survey.</p>		<p>*MBMS will achieve a response rate of at least 75% of SpEd families on the stakeholder survey.</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 has established an Equity Team, consisting of membership from the MBMS Administrative team, Counseling team, teachers, and the PUSD Intervention TOSA. This team participates in monthly workshops, in collaboration with the San Diego County Office of Education and with teams representative of schools across PUSD, to engage in work intended to build a sustainable and effective system designed to address systemic inequity and anti-racism. The MBMS Equity Team will collaborate with multiple stakeholder groups to develop and deploy a survey to gauge student, parent, and teacher perceptions regarding racial, cultural, and ethnic disparities in order to establish baseline data. Although MBMS has current access to multiple points of data with respect to student performance metrics, attendance and discipline, and California Health Kids Survey (CHKS) data from previous years, our community has yet to implement a survey tool explicitly designed to garner stakeholder perceptions on racial, cultural and ethnic disparities that exist within our school and associated systems. Our team will conduct multiple focus groups with students and families in the community, as well as guided conversations with staff, in an effort to ensure that our pre and post survey data, as well as the survey instrument itself, captures clear qualitative and quantitative data from which we can craft an action plan for immediate implementation.

Furthermore, in 2019-20 the MBMS PTSA established a parent position to address Equity, Diversity and Inclusion (EDI) efforts at the school site. This position has continued into 2020-21, and the members of the MBMS Equity team are actively working with the PTSA EDI representative to facilitate local community conversations addressing initiatives such as No Place for Hate and associated EDI work. The first of these meetings is scheduled for November 18th, 2020, and a follow-up meeting is scheduled for December 9th. This effort is designed to compliment the wider Racial Equity Community Conversations that are scheduled throughout the school-year with feeder schools as a means of offering additional opportunities for members of our community, in particular parents and stakeholders from our BIPOC community, to express their perspectives.

### Strategy/Activity

Stakeholder participation and access to the proposed survey instrument are paramount to Meadowbrook's efforts to ascertain community perspectives regarding Anti-Racism and Systemic Inequity. As such, every effort will be taken to ensure that there is broad outreach and access to participate in this important feedback process. The survey will be translated as appropriate to ensure that all stakeholders will be able to engage and offer their insight. Moreover, the MBMS Equity Team will work with school leadership and with parent representatives to ensure that the survey is accessible to families that may otherwise experience access issues when attempting to participate from home. MBMS will deploy our parent liaison and student services specialists to support families as they engage with the survey.

### 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)

Educationally Disadvantaged Youth

English Learners

# 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	\$29,360.00

## 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	\$18,560.00
English Learners	\$10,800.00

Subtotal of state or local funds included for this school: \$29,360.00

Total of federal, state, and/or local funds for this school: \$29,360.00

## 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	18,560.00
English Learners	10,800.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	12,374.00
2000-2999: Classified Personnel Salaries	13,186.00
5000-5999: Services And Other Operating Expenditures	3,800.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	12,374.00
2000-2999: Classified Personnel Salaries	Educationally Disadvantaged Youth	6,186.00
2000-2999: Classified Personnel Salaries	English Learners	7,000.00
5000-5999: Services And Other Operating Expenditures	English Learners	3,800.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	10,421.00
Goal 2	10,420.00
Goal 3	8,519.00

# 2020-21 SPSA for: Meadowbrook Middle School

## 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
- 3  Parent or Community Members
- 2  Secondary Students

Name of Member	Role	Date	Signature
Crystal Brownlee	Principal	12/4/20	Approval on File
Ryan Satterfield	Parent/Community Member <input type="checkbox"/>	12/4/20	Approval on File
Teri Heard	Parent/Community Member <input type="checkbox"/>	12/4/20	Approval on File
Sarah Lemler	Parent/Community Member <input type="checkbox"/>	12/7/20	Approval on File
Sarah Rose	Secondary Student <input type="checkbox"/>	12/7/20	Approval on File
Danica Bayerle	Secondary Student <input type="checkbox"/>	12/7/20	Approval on File
Evelyn Leano	Classroom Teacher <input type="checkbox"/>	12/7/20	Approval on File
Cheryl White	Classroom Teacher <input type="checkbox"/>	12/3/20	Approval on File
Katie Martel	Classroom Teacher <input type="checkbox"/>	12/4/20	Approval on File
Vera Lambert	Other School Staff <input type="checkbox"/>	12/7/20	Approval on File
	[Blank]		
	[Blank]		
	[Blank]		

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.



## 2020-21 SPSA for: Meadowbrook Middle School

### 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 English Language Advisory Committee:

ELAC Chair Name: Alejandra Benvenuto

Signature: Approval on File

Date: 12/7/20

In addition to ELAC, the following advisory groups were also consulted:

Special Education Advisory Committee

Departmental Advisory Committee

State Compensatory Education Advisory Committee

District/School Liaison Team for schools in Program Improvement

Gifted and Talented Education Program Advisory Committee

Compensatory Education Advisory Committee

Other:

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 11/16/20

Attested by:

Principal: Crystal Brownlee

Signature:  Date: 12/7/20

SSC Chair: Cheryl White

Signature:  Date: 12/7/20

# 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.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# 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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