

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
Oak Meadow Elementary School	09618380100024	10-5-2021	11-3-2021

Purpose and Description

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

Schoolwide Program

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

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESSA) require each school to consolidate all school plans for programs funded through the ConApp and ESSA Program Improvement into the SPSA.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program.....	4
Stakeholder Involvement	9
Resource Inequities	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	20
Academic Performance	21
Academic Engagement	27
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	36
Goal 3.....	41
Goal 4.....	44
Budget Summary	47
Budget Summary	47
Other Federal, State, and Local Funds	47
Budgeted Funds and Expenditures in this Plan	48
Funds Budgeted to the School by Funding Source.....	48
Expenditures by Funding Source	48
Expenditures by Budget Reference	48
Expenditures by Budget Reference and Funding Source	48
Expenditures by Goal.....	49
School Site Council Membership	50
Recommendations and Assurances	51

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

???? No survey was conducted in May 2020 due to the COVID19 shut down. An annual survey of parents was conducted in May 2019. The results of the survey indicate that, with regards to the instructional program, 96% parents felt that the program met their child's needs in reading, 90% in writing, 91% in mathematics, 92% in science, 92% in social studies, 88% in physical education, 78% in visual and performing arts, and 95% in technology. All of these satisfaction ratings have increased since 2011 when the first on-line survey was given, except for visual and performing arts where 2015 was the first year the data was collected.

???? Additionally, 97% of parents responding to the survey agreed or strongly agreed that their child feels safe and secure at school, 98% felt their child was socially connected at school, 95% felt the school was free of racial, cultural, or religious bias. 95% of parents felt the school was clean and well maintained. 98% of parents felt that the school was an inviting place and welcoming of parents.

A survey of our 5th grade students showed that 92% of our students agree or strongly agree that they feel safe at school. 97% agree or strongly agree that they have friends at school. And 95% agree or strongly agree that their teacher knows them and helps them learn. Student suggestions for improving Oak Meadow include; more after school sports, better lunch menu selections, more recess equipment, less homework, and more clubs.

Historically Oak Meadow's families are positive about the school and the programs offered to students.

Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School District's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations help to determine next steps for professional development and gives the school a snapshot of how teaching and learning is occurring throughout the school.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Due to the impacts of COVID-19 in the 2019-2020 and 2020-2021 school years, the California Department of Education waived the requirement for administration of State Assessments. Alternatively, the Buckeye Union School District administered the FastBridge assessment in Reading and Mathematics. The results are presented within this plan. See Oak Meadow FastBridge Data Report attached.

Another section of the California School Dashboard Reporting System includes Local Indicators including Basic Services and Conditions at Schools, Implementation of State Academic Standards, Parent Engagement, and Local Climate Survey.

Regarding Basic Services and Conditions at School, all students at Oak Meadow have access to all adopted textbooks and materials. There are adequate facilities to meet the needs of our instructional program. All of our teachers are appropriately credentialed and assigned to their teaching responsibilities.

As far as the Implementation of State Academic Standards, a survey of teachers at the end of the 2020 - 2021 school year found that Oak Meadow is fully implementing the California State Academic Standards in English Language Arts, Mathematics, Science and Social Sciences.

Parent Engagement is a key component of Oak Meadow's success. Parent input is obtained from various parent groups including our School Site Council, English Language Advisory Committee, PTO, and annual parent surveys. Parents are invited to participate in the school programs through volunteer opportunities, parent education events, and school social events.

The last parent survey given prior to COVID in 2018 - 2019 survey indicate that, with regards to the instructional program, 96% parents felt that the program met their child's needs in reading, 90% in writing, 91% in mathematics, 92% in science, 92% in social studies, 88% in physical education, 78% in visual and performing arts, and 95% in technology. All of these satisfaction ratings have increased since 2011 when the first on-line survey was given, except for visual and performing arts where 2015 was the first year the data was collected. Additionally, 97% of parents responding to the survey agreed or strongly agreed that their child feels safe and secure at school, 98% felt their child was socially connected at school, 95% felt the school was free of racial, cultural, or religious bias.

95% of parents felt the school was clean and well maintained. 98% of parents felt that the school was an inviting place and welcoming of parents.

the 2020 - 2021 survey of our 5th grade students showed that 92% of our students agree or strongly agree that they feel safe at school. 97% agree or strongly agree that they have friends at school. And 95% agree or strongly agree that their teacher knows them and helps them learn. Student suggestions for improving Oak Meadow include; more after school sports, better lunch menu selections, more recess equipment, less homework, and more clubs.

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index. In 2020 - 2021, 87% of students were achieving a score of 85% or higher on AR quizzes and 92% was the school-wide test average. This is one indicator that assists in verifying students are reading books independently that are at their optimal level for developing comprehension skills.

For elementary sites: K-3 classrooms continue using the Benchmark Assessment System (BAS) and SIPPS assessments in order to appropriately level students for reading instruction. Students who are struggling with reading are referred to reading intervention on the basis of this BAS/SIPPS scores and teacher observation.

During 2020 -2021 we used the FastBridge assessment program in grades 2nd-5th. The assessments measure reading and math learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's SBAC program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards. The aReading and aMath assessments mirror the grade level standards, provide teachers with instant feedback and teaching focus based on student readiness and need.

Our Math Intervention program will provided support for students in grades 2nd - 5th. Results from SBA, FastBridge and Benchmark Assessments are used to determine students in need of this additional intervention program.

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

Teachers also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction. Each of our 2nd through 5th grade teachers also administer the FAST assessment. This is an assessment that provides data that measures student growth, projects student proficiency on state assessments, and informs teachers how to differentiate their instruction and plan their curriculum. The assessment is given three times a year to monitor student progress. Students use the Accelerated Reader program and take tests on books they have read independently. The STAR Reading assessment, which is the assessment embedded in the Accelerated Reader Program, is taken at least three times per year to determine a students reading range and to monitor their grade equivalent (G.E) reading growth.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

All teachers have appropriate credentials for the subjects they are teaching and have had professional development on all SBE-adopted instructional materials.

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

Teachers continue to receive ongoing professional development through LCF, Early Release Collaborative time, and I-days.

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

Teachers receive on-going staff development throughout the year at I-Day training, after school workshops, and LCF.

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

The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress. Teachers at Oak Meadow meet with their grade levels or as a whole to participate in professional development activities, review student data, or plan instruction.

Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in Reading/Language Arts and Mathematics. On average, students in grades K-5 receive 120 number of minutes, daily, in Reading/Language Arts and 60 minutes in Mathematics, daily.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials. ELA materials include Schoolwide Fundamentals of Reading K-5, Being A Writer K-5, Snap Close Reading 3-5, SIPPS K-3, Benchmark Education Bookrooms K-5, Fountas and Pinnell Benchmark Assessment System K-3. Mathematics materials include Pearson Envision Math K - 5, K - 5 Amplify Science.

Opportunity and Equal Educational Access

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

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet grade level standards. In the general education classroom these supports include: differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized intervention instruction designed to fill-in learning gaps and accelerate their learning so that they can attain grade level proficiency. Students with an IEP are provided additional learning opportunities in our Learning Center structured around their IEP goals to help them meet grade level standards. Students with a 504 Plan are provided additional supports based upon their 504 accommodations. Students in need of additional mental health/social emotional support also have access to our school counselor who works on our site three days a week.

Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include: close reading strategies, questioning strategies, and training on the Standards of Math Practice.

Oak Meadow School has the following programs and practices to support our students with a variety of academic, physical and social-emotional programs: Student Activities: Cross Country, STEM Learning Opportunities (Science Technology Engineering Math), P.C. Pals (partnership with Intel), Spelling Bee, Oral Interpretation, P.L.S. (Parking Lot Supervisors), Green Team (Recycling), Student Leadership, TEAM Raptor, Running Club, Oak Meadow Garden, Hands4Hope, Beyond School Walls, Parent Conferences, IEP, 504, and Teacher meetings.

Parental Engagement

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

Oak Meadow School is fortunate to have a very supportive parent and community group. The Parent Teacher Organization, Meet the Masters Art Program and School Site Council are very active and provide opportunities for parent involvement. Over 200 volunteers put in over 1,000 hours of

service in classrooms each year. Parents also volunteer for numerous other activities in support of the school. The following is a partial list of well-supported ongoing volunteer activities: Docents for Meet the Masters Art Program, School Site Council, P.T.O., LCAP Parent Involvement Committee, Budget Committee, Facilities Master Plan Committee, Technology Committee, Running Clubs, Yearbook, Boxtops, Adopt A Class, Heritage Festival, Art Walk, and the Oak Meadow Garden. Although volunteer activities have been curtailed for the past 18 months due to COVID restrictions we are looking forward to bringing back volunteer opportunities later this school year.

Additionally, Oak Meadow provides parents with a description of curriculum, forms of assessment, and expectations for proficiency at Back to School Night. Parents receive information in regards to grade level standards and report cards along with explanations of assessments used. Progress reports and parent conferences are opportunities for teachers to share student progress with parents. Email and telephone calls are frequent methods used for parent-teacher communication. Report cards are sent out three times per year detailing proficiency levels. Information will be provided to parents at Back to School Night and in parent-teacher conferences in regards to homework, school/teacher websites, and grade level standards. Translators are available for school site needs based on parent or teacher requests, as are translated forms such as enrollment documents.

As students articulate from Elementary School to Middle school, a number of supports are in place for families. These include articulation meetings for students with 504 and IEPs and a parent information evening held at the middle school each spring.

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

Oak Meadow involves parents in the development of the School Parent Involvement Policy and the Single Plan for Student Achievement:

The School Parent Involvement Policy is developed in conjunction with the School Site Council that gathers input from meetings during the year, updates the policy, and approves the final draft which is then adopted by the Board and made available to parents in the Parent/Student Handbook.

The Single Plan for Student Achievement is developed in conjunction with the School Site Council. Parents and staff review school assessment results, analyze of the results, and make recommendations on the formation of goals to address areas of concern. These recommendations serve as the basis for the Single Plan for Student Achievement. Additional data is collected through a parent survey conducted to assess needs of stakeholders. Once the single plan is written, reviewed, and approved by the School Site Council, it is submitted to the Buckeye School Board. After approval, it will be posted on the school website.

Funding

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

Oak Meadow does not receive Title I or Title III funding.

Fiscal support (EPC)

Oak Meadow does receive LCFF Supplemental Grant funding. This funding is being used to support our intervention programs including English Language Arts, mathematics and ELD. Two days of substitute time for assessments for all 4th and 5th grade classes. Substitutes for assessment days for SIPPS and BAS assessments for K - 2nd grade are provided through site funds.

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

Parents were surveyed in May 2019 through our annual Parent Survey. Our SSC met 10/5/2021 to review and approve the SPSA. ELAC met October 2021.

Resource Inequities

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

There are no resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.2%		0	1
African American	1.29%	1.28%	0.2%	8	7	1
Asian	17.8%	19.89%	18.4%	110	109	87
Filipino	3.24%	3.65%	2.5%	20	20	12
Hispanic/Latino	14.24%	16.61%	15.6%	88	91	74
Pacific Islander	0.32%	0.18%	0.2%	2	1	1
White	56.96%	52.74%	55.6%	352	289	263
Multiple/No Response	5.99%	5.66%	7.2%	37	31	34
Total Enrollment				618	548	473

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	102	75	72
Grade 1	77	91	62
Grade 2	103	80	77
Grade3	110	106	71
Grade 4	97	102	96
Grade 5	129	94	95
Total Enrollment	618	548	473

Conclusions based on this data:

1. Oak Meadow is in a period of declining enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	41	40	22	6.6%	7.3%	4.7%
Fluent English Proficient (FEP)	64	54	45	10.4%	9.9%	9.5%
Reclassified Fluent English Proficient (RFEP)	12	10	11	24.5%	24.4%	27.5%

Conclusions based on this data:

1. Our percentage of English Language Learners has declined by 2.6%.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 3	133	99	110	133	98	110	133	98	110	100	99	100
Grade 4	159	128	98	157	126	98	157	126	98	98.7	98.4	100
Grade 5	155	161	134	152	159	132	152	159	132	98.1	98.8	98.5
All	447	388	342	442	383	340	442	383	340	98.9	98.7	99.4

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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 3	2477.	2480.	2492.	46.62	50.00	53.64	28.57	26.53	34.55	17.29	17.35	9.09	7.52	6.12	2.73
Grade 4	2531.	2547.	2552.	52.23	63.49	63.27	29.94	26.98	21.43	10.83	5.56	10.20	7.01	3.97	5.10
Grade 5	2571.	2571.	2577.	51.97	46.54	46.97	32.89	35.85	40.15	7.24	11.95	9.09	7.89	5.66	3.79
All Grades	N/A	N/A	N/A	50.45	53.00	53.82	30.54	30.55	32.94	11.54	11.23	9.41	7.47	5.22	3.82

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 3	39.85	42.86	53.64	53.38	42.86	40.91	6.77	14.29	5.45
Grade 4	40.76	47.62	60.20	51.59	46.83	33.67	7.64	5.56	6.12
Grade 5	47.37	45.91	49.24	43.42	42.77	43.18	9.21	11.32	7.58
All Grades	42.76	45.69	53.82	49.32	44.13	39.71	7.92	10.18	6.47

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 3	45.11	40.82	40.00	46.62	50.00	51.82	8.27	9.18	8.18
Grade 4	46.50	69.05	56.12	47.13	26.98	37.76	6.37	3.97	6.12
Grade 5	61.18	54.72	55.30	32.89	38.99	40.15	5.92	6.29	4.55
All Grades	51.13	55.87	50.59	42.08	37.86	43.24	6.79	6.27	6.18

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 3	42.11	28.57	40.00	52.63	66.33	58.18	5.26	5.10	1.82
Grade 4	41.40	39.68	46.94	54.14	57.14	47.96	4.46	3.17	5.10
Grade 5	40.13	37.11	37.88	53.29	59.12	56.06	6.58	3.77	6.06
All Grades	41.18	35.77	41.18	53.39	60.31	54.41	5.43	3.92	4.41

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 3	35.34	48.98	40.00	55.64	44.90	56.36	9.02	6.12	3.64
Grade 4	52.87	50.79	51.02	43.31	42.86	44.90	3.82	6.35	4.08
Grade 5	58.55	51.57	50.76	33.55	44.03	44.70	7.89	4.40	4.55
All Grades	49.55	50.65	47.35	43.67	43.86	48.53	6.79	5.48	4.12

Conclusions based on this data:

1. There is no data for 2020 -2021 due to the impacts of COVID-19 in the 2019-2020 and 2020-2021 school years. The California Department of Education waived the requirement for administration of State Assessments. Alternatively, the Buckeye Union School District administered the FastBridge assessment in Reading and Mathematics. The results are presented within this plan.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 3	133	99	110	133	98	110	133	98	110	100	99	100
Grade 4	159	128	98	158	127	98	158	127	98	99.4	99.2	100
Grade 5	155	161	134	152	160	132	152	160	132	98.1	99.4	98.5
All	447	388	342	443	385	340	443	385	340	99.1	99.2	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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 3	2479.	2475.	2496.	36.09	41.84	47.27	42.86	32.65	37.27	18.05	17.35	13.64	3.01	8.16	1.82
Grade 4	2523.	2546.	2539.	34.18	48.82	51.02	37.34	40.16	31.63	25.32	8.66	14.29	3.16	2.36	3.06
Grade 5	2566.	2568.	2580.	51.97	46.88	52.27	21.05	25.63	28.79	18.42	23.13	13.64	8.55	4.38	5.30
All Grades	N/A	N/A	N/A	40.86	46.23	50.29	33.41	32.21	32.35	20.77	16.88	13.82	4.97	4.68	3.53

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 3	58.65	58.16	65.45	30.08	29.59	30.00	11.28	12.24	4.55
Grade 4	51.90	64.57	63.27	36.71	31.50	27.55	11.39	3.94	9.18
Grade 5	58.55	56.25	60.61	27.63	32.50	30.30	13.82	11.25	9.09
All Grades	56.21	59.48	62.94	31.60	31.43	29.41	12.19	9.09	7.65

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 3	46.62	42.86	50.91	45.86	45.92	43.64	7.52	11.22	5.45
Grade 4	35.44	48.03	51.02	51.90	44.88	41.84	12.66	7.09	7.14
Grade 5	46.05	43.75	51.52	46.71	46.88	43.94	7.24	9.38	4.55
All Grades	42.44	44.94	51.18	48.31	45.97	43.24	9.26	9.09	5.59

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 3	45.86	47.96	58.18	48.87	42.86	38.18	5.26	9.18	3.64
Grade 4	46.20	63.78	62.24	48.10	31.50	31.63	5.70	4.72	6.12
Grade 5	46.71	36.25	41.67	41.45	56.25	52.27	11.84	7.50	6.06
All Grades	46.28	48.31	52.94	46.05	44.68	41.76	7.67	7.01	5.29

Conclusions based on this data:

1. There is no data for 2020 - 2021 due to the impacts of COVID-19 in the 2019-2020 and 2020-2021 school years. The California Department of Education waived the requirement for administration of State Assessments. Alternatively, the Buckeye Union School District administered the FastBridge assessment in Reading and Mathematics. The results are presented within this plan.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1444.6	*	1440.1	*	1455.1	*	15	9
Grade 1	*	1469.0	*	1458.9	*	1478.9	*	15
Grade 2	*	*	*	*	*	*	*	6
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	5
All Grades							42	42

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	15	*
1	*	20.00	*	20.00		53.33	*	6.67	*	15
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	57.14	30.95	28.57	26.19	*	26.19	*	16.67	42	42

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
K	*	*	*	*	*	*	*	*	15	*
1	*	26.67	*	26.67		40.00		6.67	*	15
3	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	52.38	35.71	38.10	30.95	*	19.05	*	14.29	42	42

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
K	*	*	*	*	*	*	*	*	15	*
1	*	26.67	*	26.67		40.00	*	6.67	*	15
2	*	*	*	*		*		*	*	*
3		*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	40.48	21.43	33.33	35.71	*	26.19	*	16.67	42	42

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	
K	86.67	*	*	*		*	15	*	
1	*	53.33	*	46.67		0.00	*	15	
3	*	*	*	*	*	*	*	*	
All Grades	78.57	50.00	*	38.10	*	11.90	42	42	

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	
K	*	*	73.33	*	*	*	15	*	
1	*	6.67	*	66.67		26.67	*	15	
All Grades	42.86	28.57	52.38	52.38	*	19.05	42	42	

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	
K	*	*	*	*		*	15	*	
1	*	46.67	*	20.00	*	33.33	*	15	
All Grades	50.00	33.33	42.86	40.48	*	26.19	42	42	

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
K	73.33	*	*	*	*	*	15	*
1	*	20.00	*	80.00	*	0.00	*	15
All Grades	57.14	28.57	38.10	57.14	*	14.29	42	42

Conclusions based on this data:

1. 2020 - 2021 data are not available at this time.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
548	11.3	7.3	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	40	7.3
Foster Youth	1	0.2
Socioeconomically Disadvantaged	62	11.3
Students with Disabilities	39	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
Asian	109	19.9
Filipino	20	3.6
Hispanic	91	16.6
Two or More Races	31	5.7
Pacific Islander	1	0.2
White	289	52.7

Conclusions based on this data:

1. Oak Meadow continues to have a diverse cultural make-up of language and cultures.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Blue

Academic Engagement

Chronic Absenteeism



Green

Conditions & Climate

Suspension Rate



Blue

Conclusions based on this data:

1. There is no data for 2020 - 2021. During the 2018 - 2019 school year Oak Meadow had met or exceeded all Dashboard indicators.

School and Student Performance Data

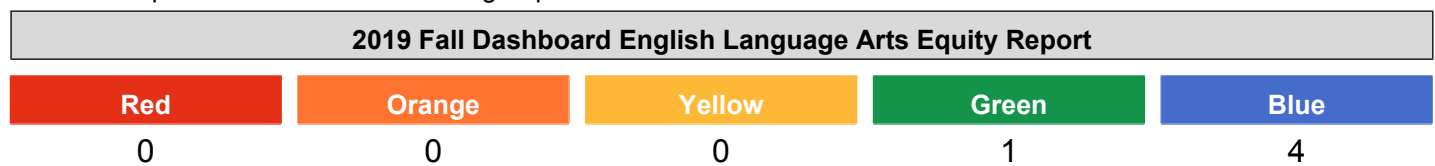
Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
					
Blue		Blue		No Performance Color	
73.9 points above standard		61.2 points above standard		0 Students	
Increased ++7.3 points		Increased ++12.9 points			
332		41			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
					
No Performance Color		Green		No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		35.7 points above standard		12.8 points below standard	
		Declined -9.5 points		Declined -14.5 points	
1		36		24	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color 0 Students	Asian  Blue 82.9 points above standard Increased ++10.6 points 63	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic  Blue 89.6 points above standard Increased Significantly ++20.4 points 41	Two or More Races  No Performance Color 56.8 points above standard Declined Significantly -17.6 points 24	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 70.6 points above standard Increased ++5.4 points 190

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7	Reclassified English Learners 69.3 points above standard Maintained -0.3 points 34	English Only 73.4 points above standard Increased ++7.6 points 269
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Conclusions based on this data:

1. There is no data for 2020 -2021. During 2018 -2019 Oak Meadow students met or exceed all Dashboard indicators. We will continue to monitor our reclassified English Learners.

School and Student Performance Data

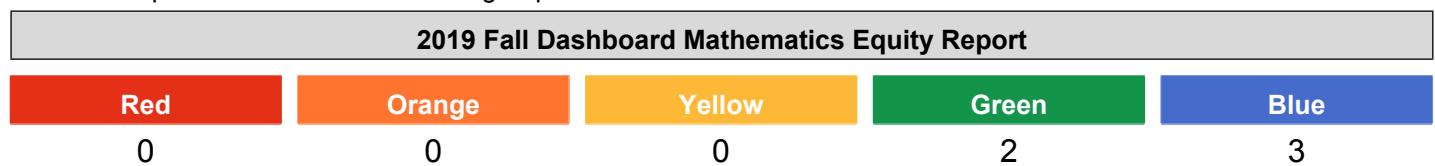
Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 57.1 points above standard Increased ++9.7 points 332	English Learners  Green 53.9 points above standard Declined -3.6 points 41	Foster Youth
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Green 19.8 points above standard Maintained ++2.9 points 36	Students with Disabilities  No Performance Color 8.5 points below standard Increased ++3.2 points 24

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	Asian  Blue 79 points above standard Increased ++5.4 points 63	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9
Hispanic  Blue 52.5 points above standard Increased ++11.8 points 41	Two or More Races  No Performance Color 41.6 points above standard Maintained ++2.1 points 24	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	White  Blue 56.5 points above standard Increased ++9.8 points 190

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 7	Reclassified English Learners 60.2 points above standard Declined Significantly -15.6 points 34	English Only 54.7 points above standard Increased ++11.6 points 269
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Conclusions based on this data:

1. There is no data for 2020 -2021. During 2018 -2019 Oak Meadow students meet or exceed all Dashboard indicators.

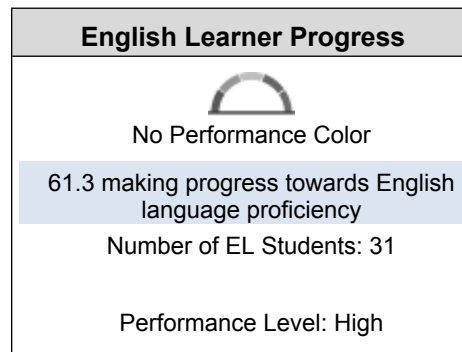
School and Student Performance Data

Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.6	29.0	9.6	51.6

Conclusions based on this data:

1. There is no data for 2020 - 2021. During 2018 -2019 Oak Meadow students are making expected progress in English Language Development.

School and Student Performance Data

Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. Not applicable to elementary schools.

School and Student Performance Data

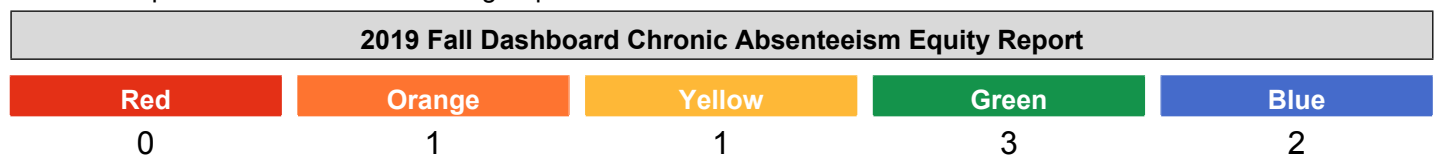
Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Green 3 Declined -1.5 642	English Learners  Green 6.4 Declined -1.6 47	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Socioeconomically Disadvantaged  Yellow 12.3 Declined -8.1 81	Students with Disabilities  Orange 5.4 Increased +2 56

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Asian  Blue 2.5 Declined -1.3 119	Filipino  No Performance Color 0 Declined -4.8 20
Hispanic  Green 6.5 Declined -3.2 93	Two or More Races  Green 4.5 Maintained -0.2 44	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	White  Blue 1.7 Declined -1.3 354

Conclusions based on this data:

1. There is no data for 2020 -2021. During 2018 -2019 students in the subgroups English Language Learners, Socioeconomically disadvantaged, and Hispanic have higher chronic absenteeism rates than other subgroups.

School and Student Performance Data

Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018

2019

Conclusions based on this data:

1. Not Applicable to Elementary Schools

School and Student Performance Data

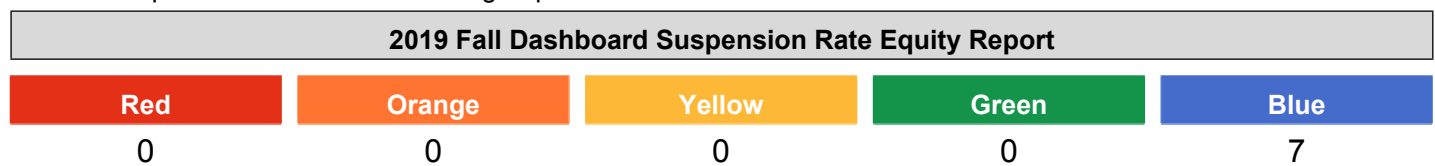
Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0 Maintained 0 646	English Learners  Blue 0 Maintained 0 48	Foster Youth  No Performance Color Less than 11 Students - Data Not Reported 1
Homeless  No Performance Color Less than 11 Students - Data Not Reported 1	Socioeconomically Disadvantaged  Blue 0 Maintained 0 82	Students with Disabilities  Blue 0 Maintained 0 58

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 8	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Blue 0 Maintained 0 120	Filipino  No Performance Color 0 Maintained 0 20
Hispanic  Blue 0 Maintained 0 93	Two or More Races  Blue 0 Maintained 0 44	Pacific Islander  No Performance Color Less than 11 Students - Data 2	White  Blue 0 Maintained 0 357

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1. Oak Meadow continues to have a zero suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.

Goal 1

Mathematics: Increase "Distance from Level 3" by 3 scale points for all students and all significant subgroups as measured by SBA assessment given in May 2022.

Identified Need

Mathematics: Currently there are no SBA data due to COVID. The May 2022 data will set a new baseline.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 - 2021 FastBridge Scores	Mathematics Average FastBridge %ile: All Students 66.87 (+1.46), English Learners 46.36 (-3), SED 43.92 (-9.16), SWD 45.00 (+0.5), Asian 76.28 , Latinx 55.20, Two or More Races 66.89, White 66.44	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Examine school-wide and classroom specific data

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)

0

Source(s)

None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Identify students in need of additional support and provide small group instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

13,525.00

Source(s)

Library Grant
1000-1999: Certificated Personnel Salaries
Teacher Release Days for Assessments

25,000.00

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Math Intervention Teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monitor student assessments and provide additional learning opportunities to those students not mastering skills and concepts

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)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development: Collaboration Wednesdays, LCF, Individualized as appropriate

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide necessary materials and supplies to support instructional program.

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)

Library Grant
4000-4999: Books And Supplies
Materials & Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide technology applications, hardware, and support for instructional program.

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)

18,855.22

Library Grant
2000-2999: Classified Personnel Salaries
Technology Teacher Associate

Annual Review

SPSA Year Reviewed: 2020-21

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.

FastBridge data indicates a slight increase in the number of students meeting or exceeding proficiency. Our Latinx, socio-economically disadvantaged, special education and English language learners underperform other significant subgroups.

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

This year we have Supplemental Grant money to implement a small math intervention 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.

Metrics were changed due to the impacts of COVID-19 in the 2019-2020 and 2020-2021 school years, the California Department of Education waived the requirement for administration of State Assessments. Alternatively, the Buckeye Union School District administered the FastBridge assessment in Reading and Mathematics.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.

Goal 2

English Language Arts: Increase "Distance from Level 3" by 3 scale points for all students and all significant subgroups as measured by SBA assessment given in May 2022.

Identified Need

English Language Arts: Currently there are no SBA data due to COVID. The May 2022 data will set a new baseline.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020 - 2021 FastBridge Scores	English Language Arts: All Students 69.25 (+2.53), English Learners 44.86 (+2.24), SED 51.86 (-0.14), SWD 42.74 (+4.17), Asian 74.76, Latinx 61.71, Two or More Races 69.21, White 69.16	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Examine school-wide and classroom specific data

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)

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Identify students in need of additional support and provide small group instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Teacher Release Days for Assessments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monitor student assessments and provide additional learning opportunities to those students not mastering skills and concepts

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)

Library Grant
4000-4999: Books And Supplies
Materials & Supplies

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
LLI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development: Professional Development, Collaboration Wednesdays, LCF, Individualized as appropriate.

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)

0.0

Source(s)

Library Grant
5000-5999: Services And Other Operating
Expenditures
Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide necessary materials and supplies to support instructional program.

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)

20048.78

Source(s)

Library Grant
4000-4999: Books And Supplies
Materials & Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide technology applications, hardware, and support for instructional program.

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)

0

Source(s)

Software to support ELA Instruction

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Identified Students

Strategy/Activity

Provide intervention (LLI) services for struggling students.

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)

75,000.00

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Intervention & ELD Teachers

Annual Review

SPSA Year Reviewed: 2020-21

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.

FastBridge data indicates a slight increase in the number of students meeting or exceeding proficiency. Our Latinx, socio-economically disadvantaged, special education and English language learners underperform other significant subgroups.

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

No Changes

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

Metrics were changed due to the impacts of COVID-19 in the 2019-2020 and 2020-2021 school years, the California Department of Education waived the requirement for administration of State

Assessments. Alternatively, the Buckeye Union School District administered the FastBridge assessment in Reading and Mathematics.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

Goal #2: Promote the development of each student as a "whole" person.

Goal 3

By June 2022 Oak Meadow will have maintained its "Very Low" status on the CA School Dashboard as measured by Suspension Rate Data.

Identified Need

Maintain Very Low suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Rate	0%	0%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Formation of student groups (Leadership, Green Team, Clean-up Crew, Team Raptors, Kindness Crew, Polished Pebbles, etc.)

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)
0.00	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Community Service Activities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Classroom lessons on school pride, character development, conflict management

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)

Annual Review

SPSA Year Reviewed: 2020-21

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.

0% Suspension Rate

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

No Changes

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.

No Changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Goal #2: Promote the development of each student as a "whole" person.

Goal 4

Due to COVID restrictions our Chronic Absenteeism percentage has been higher than previous years. Our goal once required quarantining of minor illnesses is removed is to reach a chronic absenteeism rate of 2.5% or less. Data from 2021 - 2022 school year will set a new baseline which will be compared to the 2018 - 2019 baseline of 3.0% to set future goals.

Identified Need

2018 - 2019 data showed students from African American (8.33%), Hispanic (8.65%), Socioeconomically Disadvantaged (14.81%) sub groups have significantly higher rates of chronic attendance than other sub groups. However due to low numbers of students in each sub group the percentages do not really tell the whole story. 1 of 12 African American students, 9 of 104 Hispanic students, and 12 of 81 Socioeconomically Disadvantaged students make up the chronically absent group.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Reports	3.0% Chronically Absent in 2018 -2019	Decrease the percentage of students chronically absent.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Absent Students

Strategy/Activity

Frequent checks of attendance records to monitor students approaching or exceeding 10% absence rate.

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)
0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students with 10% or more absences throughout the school year.

Strategy/Activity

Phone or in person conferences with families regarding absences

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)
0	

Annual Review

SPSA Year Reviewed: 2020-21

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.

Decrease Chronically Absent percentage from 4.5% to 3.0%

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

No Changes

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.

No Changes

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	\$152,429.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$152,429.00

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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF - Supplemental	\$100,000.00
Library Grant	\$52,429.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$152,429.00

Total of federal, state, and/or local funds for this school: \$152,429.00

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
Library Grant	52,429.00	0.00
LCFF - Supplemental	\$100,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF - Supplemental	100,000.00
Library Grant	52,429.00
None Specified	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	88,525.00
2000-2999: Classified Personnel Salaries	43,855.22
4000-4999: Books And Supplies	20,048.78
5000-5999: Services And Other Operating Expenditures	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	75,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	25,000.00
1000-1999: Certificated Personnel Salaries	Library Grant	13,525.00
2000-2999: Classified Personnel Salaries	Library Grant	18,855.22
4000-4999: Books And Supplies	Library Grant	20,048.78
5000-5999: Services And Other Operating Expenditures	Library Grant	0.00
	None Specified	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	57,380.22
Goal 2	95,048.78
Goal 3	0.00
Goal 4	0.00

School Site Council Membership

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

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

Name of Members	Role
Amy Amaral	Classroom Teacher
Tammy Baker	Classroom Teacher
Elizabeth Gallivan	Parent or Community Member
Suzanne Lewis	Classroom Teacher
Tracy Linyard	Principal
Lorilei McCusker	Other School Staff
Kimberly Osborne	Parent or Community Member
Julie Sherman	Parent or Community Member
Alyssa Tarr	Parent or Community Member
Jennifer Torres-Wells	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



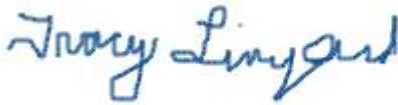
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/5/2021.

Attested:



Principal, Tracy Linyard on 10/5/2021



SSC Chairperson, Lorilei McCusker on 10/5/2021