



# 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	January 10, 2024	January 17, 2024

## Purpose and Description

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

Schoolwide Program

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 School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of under-served 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). LCFF provides schools and Local Education Agencies (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.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	2
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	6
Educational Partner Involvement .....	12
Resource Inequities .....	12
School and Student Performance Data .....	13
Student Enrollment.....	13
CAASPP Results.....	15
ELPAC Results .....	19
Student Population.....	22
Overall Performance .....	23
Academic Performance.....	24
Academic Engagement.....	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	39
Goal 3.....	43
Goal 4.....	46
Goal 5.....	49
Budget Summary .....	51
Budget Summary .....	51
Other Federal, State, and Local Funds .....	51
Budgeted Funds and Expenditures in this Plan.....	52
Funds Budgeted to the School by Funding Source.....	52
Expenditures by Funding Source .....	52
Expenditures by Budget Reference .....	52
Expenditures by Budget Reference and Funding Source .....	52
Expenditures by Goal.....	53
School Site Council Membership .....	54
Recommendations and Assurances .....	55

Instructions.....56

    Instructions: Linked Table of Contents.....56

    Purpose and Description.....57

    Educational Partner Involvement .....57

    Resource Inequities .....57

Goals, Strategies, Expenditures, & Annual Review .....58

    Annual Review .....59

    Budget Summary .....60

    Appendix A: Plan Requirements .....62

    Appendix B:.....65

    Appendix C: Select State and Federal Programs .....67

# 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).

Annual surveys of parents and 5th students were conducted at the end of the 2022-2023 school year.

The parent survey included questions regarding school climate, parent engagement, and academics. Families and parents indicate that they are overwhelmingly satisfied with school climate and communication. Overall, families indicate a high level of satisfaction with the academic opportunities at Oak Meadow with the exception of visual and performing arts. The site results are in line with the overall district survey results.

The 5th grade student survey results are as follows:

92% of students indicated that they strongly agree or agree with the statement "I feel safe at school."

96% of students of students indicated that they strongly agree or agree with the statement "I enjoy coming to school to see my friends."

95% of students of students indicated that they strongly agree or agree with the statement "I have positive relationships with teachers and other adults at school."

Overall results from the student survey indicate an overall increase in all areas from previous the previous school year.

## Classroom Observations

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

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)

For the 2022-2023 school year, Buckeye Union School District administered the CAASPP assessment for all 3rd through 5th grade students in the areas of English Language Arts and Mathematics. Fifth grade students were also given the CAST (California Science Test).

The results of the assessment indicate the percent of student met or exceeded standard in the following areas:

### English Language Arts:

All Students-69%  
3rd grade-65%  
4th grade-80%  
5th grade-60%

### Subgroups:

Students with Disabilities-44%  
Socio-Economically Disadvantaged-48%  
Hispanic or Latino: 40%

### Mathematics:

All Students-75%  
3rd grade-74%  
4th grade-82%  
5th grade-72%

### Subgroups:

Students with Disabilities-54%  
Socio-Economically Disadvantaged-54%  
Hispanic or Latino: 45%

### CAST:

## 5th grade-60%

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 Elementary 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.

Parent engagement is a key component of Oak Meadow Elementary School'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.

K-5 classrooms use the Benchmark Assessment System (BAS) and Systematic Instruction in Phonics and Phonemic Awareness (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 the BAS, SIPPS, and aReading scores and teacher observation. Students use the Accelerated Reader program and take tests on books they have read independently. The STAR Reading assessment, which is embedded in the Accelerated Reader program, is taken at least three times per year to determine a student's reading range and to monitor their grade level reading growth.

In conjunction with the Buckeye Union School District in 2nd, 3rd, 4th and 5th grades each of our classes administer the FastBridge aReading assessment and the iReady Diagnostic for mathematics. These are assessments that provide data to measure student growth, project student proficiency on high stakes tests and inform teachers on how to differentiate and plan instruction and curriculum implementation.

Our Math Intervention program will provide support for students in 2nd-5th. Results from iReady Diagnostic, math unit assessments, and classroom observations are used to determine students in need of this additional intervention program.

Local assessments are used to appropriately level students for reading instruction. Students who are struggling with reading are referred to reading intervention on the basis of BAS/SIPPS scores and teacher observation. Math Intervention support is provided to students in grades 1st - 5th. Results from CAASPP and iReady 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 student's reading range and to monitor their grade equivalent (G.E) reading growth. iReady diagnostic tests are administered at specific testing window during the school year. After data analysis, students who continue to show gaps in their learning after Tier 1 supports, are recommended to receive intervention services from credentialed reading and math teachers.

## 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 are a compilation of Schoolwide Fundamentals in 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-5. The mathematics curriculum for grades K-5 is iReady Classroom Mathematics. The science program is Amplify for grades K-5.

## **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. Specifically, student who receive intervention supports 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 li, 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, P.C. Pals

(partnership with Intel), Spelling Bee, Green Team (Recycling), Student Leadership, TEAM Raptor, Running Club, Oak Meadow Garden, Parent Conferences, Basketball, 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. School 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, Running Clubs, Yearbook, Boxtops, Adopt A Class, Heritage Festival, Art Walk, and the Oak Meadow Garden.

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.

---

Oak Meadow Elementary School recognizes that family involvement is a fundamental force in the development of our students both academically and emotionally. Oak Meadow is committed to forging partnerships with parents to create an environment for students that is positive, supportive and contributes to academic growth and achievement.

It is the goal of Oak Meadow to make the connection between home and school, where parents and teachers work collaboratively to establish common goals for student achievement and student well-being.

To ensure the effective involvement of parents, and to support the partnerships between parents and the school, Oak Meadow shall:

1. Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:
  - a. Input gathered from meetings and surveys ( district parent survey, school survey, etc.)
  - b. Meetings throughout the year to discuss and build consensus (Site Council and PTO)
  - c. Assess and share data from various surveys and assessments
  - d. Set goals based on data
  - e. Distribute plan
  - f. Monitor the plan throughout the year at School Site Council meetings
2. The Single Plan for Student Achievement and Parent Involvement Policy will be shared:
  - a. At School Site Council
  - b. At PTO Meetings
  - c. Posted on school website
3. Take the following actions to involve parents in the process of school review and improvement:
  - a. Analyze our school academic performance data with School Site Council
  - b. Together, parents and staff will discuss data and look at the academic program offered and adjust as necessary in response to data analysis
4. Provide parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet
  - a. At Back to School Night, parents will receive information regarding the standards along with an explanation of assessments used
  - b. Parent conferences will be held formally once a year (at a minimum) to review and discuss student progress toward standards
  - c. Parents will receive progress reports a minimum of three times per year and report cards three times per year detailing student progress
5. Conduct an annual survey with questions that assess the effectiveness of our parent involvement policy
  - a. The annual parent survey will be implemented in the spring
  - b. Results of the survey will be shared with the site council, staff and parents. The feedback, which results from the meetings, will be considered as part of the annual review of the parent involvement policy
6. Oak Meadow will build staff and parent capacity for parent involvement to improve student academic achievement through the following activities:
  - a. The school will review school data at a school advisory committee meeting and Parent Club in which all are invited to attend
  - b. Parents will receive an email informing them of their child's results on the annual SBA/CAASPP Assessment. Results will also be uploaded to the Home Access Center.
  - c. The School Accountability Report Card (SARC), websites and the Single Plan for Student

Achievement (SPSA) will be used to convey progress toward goals

7. The school will provide materials and training to help parents work with their children to improve their children's academic achievement by:

- a. Providing parent education nights that detail how parents can help their children at home with homework and other academic needs
- b. Parent conferences will review with parents ways in which parents can support children academically
- c. School expectations and course content will be provided at Back to School Night

8. Oak Meadow will educate its teachers and other staff in how to communicate with and work with parents as partners by:

- a. Blackboard Connect will be used to inform parents of important school information. Messages will be translated when possible
- b. The school will provide monthly newsletters to parents
- c. Teachers will reach out to parents to gain parent involvement

## 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, Math, and ELD. Substitute time for assessments for teachers is provided for all grade levels.

## **Educational Partner Involvement**

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

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

Parents were surveyed in May 2023 through our annual Parent Survey. ELAC met in fall 2023. Ongoing input is solicited from school staff, as well as school site committees and groups, such as PTO and School Site Council. Meetings are held with the different groups at varying intervals.

## **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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.39%	0.4%	1	2	2
African American	0.2%	0.78%	2.02%	1	4	10
Asian	18.4%	22.14%	22.98%	87	114	114
Filipino	2.5%	5.05%	3.63%	12	26	18
Hispanic/Latino	15.6%	13.98%	14.72%	74	72	73
Pacific Islander	0.2%	%	0%	1	0	0
White	55.6%	48.54%	46.17%	263	250	229
Multiple/No Response	7.2%	9.13%	10.08%	34	47	50
<b>Total Enrollment</b>				473	515	496

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	76	81
Grade 1	62	68	66
Grade 2	77	78	75
Grade3	71	96	81
Grade 4	96	86	97
Grade 5	95	111	96
<b>Total Enrollment</b>	473	515	496

### Conclusions based on this data:

1. Oak Meadow is in a period of declining enrollment. This is a trend across our district.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	22	31	25	4.7%	6.0%	5.0
Fluent English Proficient (FEP)	45	39	47	9.5%	7.6%	9.5
Reclassified Fluent English Proficient (RFEP)	11	16	22	50.0%	3.1%	4.4

Conclusions based on this data:

1.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	76	96	80	0	94	78	0	94	78	0.0	97.9	97.5
Grade 4	91	88	95	0	87	91	0	87	91	0.0	98.9	95.8
Grade 5	97	113	98	0	111	98	0	111	98	0.0	98.2	100.0
All Grades	264	297	273	0	292	267	0	292	267	0.0	98.3	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2476.	2454.		44.68	32.05		28.72	28.21		17.02	24.36		9.57	15.38
Grade 4		2525.	2528.		45.98	51.65		31.03	27.47		14.94	13.19		8.05	7.69
Grade 5		2565.	2533.		53.15	34.69		23.42	30.61		11.71	20.41		11.71	14.29
All Grades	N/A	N/A	N/A		48.29	39.70		27.40	28.84		14.38	19.10		9.93	12.36

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		32.98	26.92		59.57	65.38		7.45	7.69		
Grade 4		28.74	36.26		67.82	58.24		3.45	5.49		
Grade 5		37.84	23.47		54.95	66.33		7.21	10.20		
All Grades		33.56	28.84		60.27	63.30		6.16	7.87		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.98	24.36		52.13	58.97		14.89	16.67
Grade 4		37.93	32.97		54.02	62.64		8.05	4.40
Grade 5		37.84	33.67		56.76	54.08		5.41	12.24
All Grades		36.30	30.71		54.45	58.43		9.25	10.86

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		17.02	16.67		75.53	76.92		7.45	6.41
<b>Grade 4</b>		24.14	20.88		68.97	71.43		6.90	7.69
<b>Grade 5</b>		12.61	15.31		81.08	77.55		6.31	7.14
<b>All Grades</b>		17.47	17.60		75.68	75.28		6.85	7.12

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		29.79	20.51		62.77	61.54		7.45	17.95
<b>Grade 4</b>		29.89	21.98		59.77	75.82		10.34	2.20
<b>Grade 5</b>		30.63	21.43		61.26	66.33		8.11	12.24
<b>All Grades</b>		30.14	21.35		61.30	68.16		8.56	10.49

**Conclusions based on this data:**

1.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	76	96	80	0	94	78	0	94	78	0.0	97.9	97.5
Grade 4	91	88	95	0	87	91	0	86	91	0.0	98.9	95.8
Grade 5	97	113	98	0	111	98	0	111	98	0.0	98.2	100.0
All Grades	264	297	273	0	292	267	0	291	267	0.0	98.3	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2479.	2470.		45.74	37.18		28.72	34.62		17.02	14.10		8.51	14.10
Grade 4		2527.	2540.		39.53	48.35		38.37	34.07		12.79	14.29		9.30	3.30
Grade 5		2564.	2552.		47.75	42.86		18.92	27.55		23.42	16.33		9.91	13.27
All Grades	N/A	N/A	N/A		44.67	43.07		27.84	31.84		18.21	14.98		9.28	10.11

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		50.00	43.59		40.43	43.59		9.57	12.82	
Grade 4		50.00	51.65		37.21	41.76		12.79	6.59	
Grade 5		45.95	41.84		42.34	44.90		11.71	13.27	
All Grades		48.45	45.69		40.21	43.45		11.34	10.86	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.36	41.03		50.00	44.87		10.64	14.10
Grade 4		38.37	46.15		52.33	48.35		9.30	5.49
Grade 5		41.44	35.71		49.55	52.04		9.01	12.24
All Grades		39.86	40.82		50.52	48.69		9.62	10.49

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		39.36	32.05		54.26	58.97		6.38	8.97
<b>Grade 4</b>		40.70	52.75		47.67	40.66		11.63	6.59
<b>Grade 5</b>		36.94	28.57		49.55	56.12		13.51	15.31
<b>All Grades</b>		38.83	37.83		50.52	51.69		10.65	10.49

**Conclusions based on this data:**

1.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	5	6
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	4	*	*
3	*	*	*	*	*	*	*	*	*	7	5	*
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										19	20	18

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.37	40.00	38.89	36.84	40.00	22.22	15.79	10.00	16.67	0.00	10.00	22.22	19	20	18

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.16	45.00	50.00	26.32	30.00	16.67	10.53	15.00	5.56	0.00	10.00	27.78	19	20	18

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.84	20.00	22.22	47.37	55.00	27.78	15.79	15.00	33.33	0.00	10.00	16.67	19	20	18

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.63	55.00	38.89	47.37	40.00	38.89	0.00	5.00	22.22	19	20	18

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.37	60.00	50.00	47.37	25.00	22.22	5.26	15.00	27.78	19	20	18

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.11	15.00	16.67	57.89	70.00	50.00	0.00	15.00	33.33	19	20	18

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.37	40.00	44.44	52.63	50.00	44.44	0.00	10.00	11.11	19	20	18

Conclusions based on this data:

1.

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>496</b>	<b>18.1</b>	<b>5</b>	<b>0.2</b>
Total Number of Students enrolled in Oak Meadow Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	5
Foster Youth	1	0.2
Homeless		
Socioeconomically Disadvantaged	90	18.1
Students with Disabilities	64	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2
American Indian	2	0.4
Asian	114	23
Filipino	18	3.6
Hispanic	73	14.7
Two or More Races	50	10.1
White	229	46.2

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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Blue		

#### Conclusions based on this data:

1. Chronic Absenteeism is an area of focus

# School and Student Performance Data

## Academic Performance English Language Arts

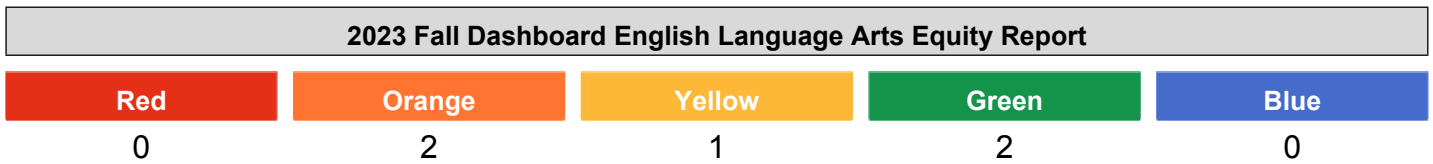
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.







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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>39.8 points above standard</p> <p>Decreased Significantly -15.2 points</p> <p>260 Students</p>	<p><b>English Learners</b></p> <p>33.8 points above standard</p> <p>Maintained -2.2 points</p> <p>28 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>0.9 points above standard</p> <p>Decreased -10.9 points</p> <p>46 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>42.5 points below standard</p> <p>Decreased Significantly -23.8 points</p> <p>45 Students</p>



**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	Less than 11 Students  1 Student	 Green 65.9 points above standard Decreased -8.1 points  62 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.6 points below standard Decreased Significantly - 15.5 points  38 Students	19.2 points above standard Decreased Significantly - 57.8 points  24 Students	 No Performance Color  0 Students	 Green 44.2 points above standard Decreased Significantly - 15.1 points  123 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  6 Students	61.3 points above standard Decreased Significantly -23.3 points  22 Students	37.4 points above standard Decreased Significantly -18.2 points  217 Students

**Conclusions based on this data:**

1. We will continue to provide support for subgroups in tall areas reflected in the dashboard.
2. We will to continue to monitor our reclassified English Learners.

# School and Student Performance Data

## Academic Performance Mathematics

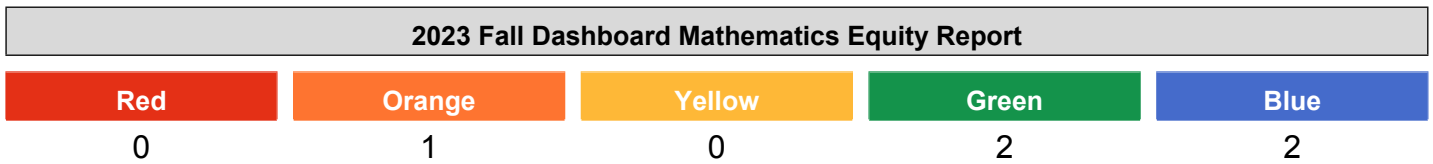
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Blue 39.6 points above standard Maintained +0.6 points 260 Students	<b>English Learners</b> 33.3 points above standard Increased +3.5 points 28 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 1.1 points above standard Increased +9.1 points 46 Students	<b>Students with Disabilities</b>  Orange 32.9 points below standard Decreased -7.4 points 45 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	Less than 11 Students  1 Student	 Blue 69.9 points above standard Maintained +1.2 points  62 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 17.9 points below standard Increased +8.1 points  38 Students	30 points above standard Decreased Significantly - 34.5 points  24 Students	 No Performance Color  0 Students	 Blue 43.9 points above standard Maintained +1.9 points  123 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students  6 Students	61 points above standard Decreased -8.2 points  22 Students	36.2 points above standard Maintained -1.8 points  217 Students

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 9 Students Performance Level: No Performance Level

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

### 2023 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

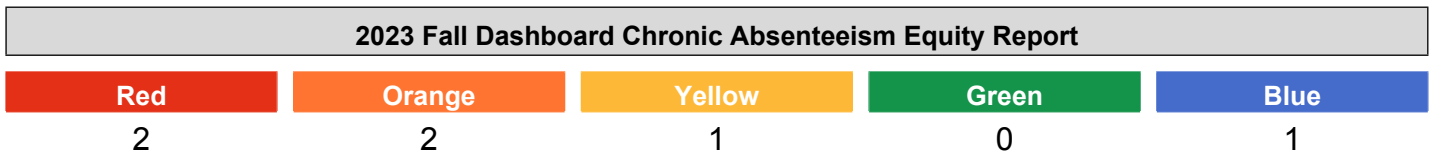
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>12.8% Chronically Absent</p> <p>Declined -0.7</p> <p>515 Students</p>	<p><b>English Learners</b></p> <p>7.1% Chronically Absent</p> <p>Declined -1.9</p> <p>28 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>27.3% Chronically Absent</p> <p>Declined -0.9</p> <p>110 Students</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>18.4% Chronically Absent</p> <p>Declined -1.9</p> <p>87 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>10 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p align="center"></p> <p align="center">Blue</p> <p align="center">2.5% Chronically Absent</p> <p align="center">Declined -5.8</p> <p align="center">119 Students</p>	<p align="center">11.1% Chronically Absent</p> <p align="center">Declined -8.1</p> <p align="center">18 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p align="center">21.5% Chronically Absent</p> <p align="center">Increased 5.3</p> <p align="center">79 Students</p>	<p align="center"></p> <p align="center">Red</p> <p align="center">22.6% Chronically Absent</p> <p align="center">Increased 2.3</p> <p align="center">53 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">12.3% Chronically Absent</p> <p align="center">Maintained -0.1</p> <p align="center">235 Students</p>

**Conclusions based on this data:**

- Ongoing supports and dedicated strategies are in place to support specific subgroups and will continue.





# School and Student Performance Data

## Conditions & Climate Suspension Rate

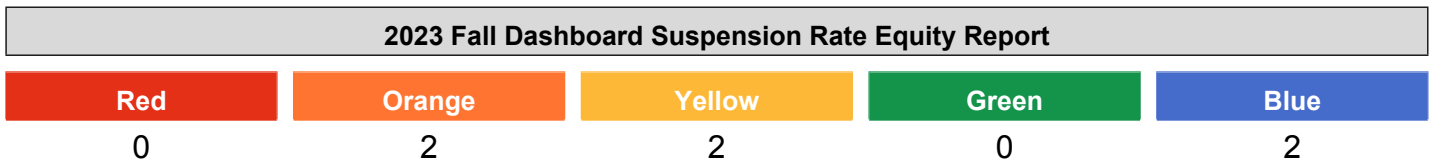
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 1% suspended at least one day Increased 0.4 518 Students	<b>English Learners</b> 0% suspended at least one day Maintained 0 29 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 2.7% suspended at least one day Maintained -0.2 112 Students	<b>Students with Disabilities</b>  Orange 4.6% suspended at least one day Increased 3.3 87 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 119 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 2.5 80 Students</p>	<p align="center"> Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0 53 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>	<p align="center"> Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained 0 237 Students</p>

**Conclusions based on this data:**

- Oak Meadow continues to have a low 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 and eliminate performance gaps between demographic subgroups.

## Goal 1

Mathematics: Oak Meadow's average scale score will increase by 3 points as measured by the State's Smarter Balanced Assessment of mathematics. Underperforming subgroups will increase scale score performance by 5 points.

## Identified Need

Mathematics: Distance from Level 3: Oak Meadow needs to continue to make growth for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022/23 CAASPP scaled score and distance from level 3	Mathematics: Distance from Level 3 in 2021-2022 - All Students +40 , SWD -22, SED -9, White +45, Two or More Races +57, Hispanic -26, Asian +73	Increase scaled score 3 points for all students and 5 points for identified subgroups

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 through data talks and collaboration

### 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)

2,500

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries

**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 for math intervention.

**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)

6,525.00

LCFF - Base  
1000-1999: Certificated Personnel Salaries  
Teacher Release Days for Assessments

30,000.00

LCFF - Base  
1000-1999: Certificated 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)

Online resources to provide students with additional supports

**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)

2,000.00

LCFF - Base  
4000-4999: Books And Supplies

**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)

3,000

Source(s)

LCFF - Supplemental  
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: 2022-23

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

### ANALYSIS

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

Overall, student scores in math increased from the 2021-2022 school year. There is a need to continue to focus on specific 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.

BUSD is in it's second year of implementation new math program. Ongoing training opportunities are being provided at our district level and at the site level.

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

English Language Arts

## LEA/LCAP Goal

Goal #2: Student Achievement-Maximize the performance of each student and eliminate performance gaps between demographic subgroups.

## Goal 2

English Language Arts: Oak Meadow's average scale score will increase by 3 points as measured by the State's Smarter Balanced Assessment of English language arts. Underperforming subgroups will increase scale score performance by 5 points.

## Identified Need

English Language Arts: The average student scaled score on the State's Smarter Balanced Assessment for English Language Arts, will increase by 3 points from level 3. Underperforming subgroups, socio-economically disadvantaged and special education students, will increase by 5 points from level 3.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
22/23CAASPP scaled score/distance from level 3	English Language Arts: Distance from Level 3: All Students +37, SWD -33 SED - 5, Hispanic -16	Increase distance from level 3 by 3 scale points for all students and 5 points for identified subgroups.

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 through intervention teacher.

#### 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)

Source(s)

0

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 (Sunday) 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: 2022-23

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

### ANALYSIS

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

Continuing to monitor program effectiveness for students in subgroups is a key area of focus for the upcoming school year.

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

Suspension Rate

## LEA/LCAP Goal

Goal #2: Promote the social-emotional and behavioral development of each student.

## Goal 3

By June 2024 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	<1%	<1%

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, 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)
500.00	LCFF - Base

## Strategy/Activity 2

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

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

Identified Students

### Strategy/Activity

Provide small group counseling based upon student social and emotional needs

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## 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

Classroom lessons on school pride, character development, conflict management, emotional regulation

### 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)

1,000

LCFF

## 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

Promote positive behavior through the use of Positive Action Tickets for positive reinforcement

### 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)

1,000.00

Source(s)

LCFF

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Oak Meadow will maintain the low status of student suspension rates as indicated on the California Dashboard.

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 social-emotional and behavioral development of each student.

## Goal 4

Oak Meadow will decrease our chronic absenteeism rate to Low (5% or less) as defined by the California State Dashboard for all students and all subgroups of 11 or more students.

## Identified Need

The 2022-2023 Chronic Absenteeism rate was 12.65% for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Reports	Overall absenteeism rate of 12.65% for all students; SWD-18% SED 27%; Two or More Races 23 %	Decrease the chronic absenteeism rate to 5% or less

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 student attendance.

### 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

### 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

Increase student connectedness and minimize absenteeism all students are encouraged to participate in clubs and school activities, such as spirit days, leadership, cross country, basketball, 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)

600.00

LCFF - Supplemental

### Strategy/Activity 4

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

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

All underperforming sub groups

Strategy/Activity

Recognition for attendance with incentives for students and classes

**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: 2022-23**

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

### ANALYSIS

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

Decrease chronic absenteeism for all students, including significant subgroups, to promote student engagement and success.

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

Science

## LEA/LCAP Goal

Goal #5: Student Achievement-Maximize the performance of each student and eliminate performance gaps between demographic subgroups.

## Goal 5

Oak Meadow's average scale score will increase by 3 points as measured by the State's Smarter Balanced Assessment of mathematics. Underperforming subgroups will increase scale score performance by 5 points.

## Identified Need

Baseline data: 60% of students met or exceeded standards on the CAST Assessment in the 2022-2023 school year

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent met or exceeded standard on CAST 22/23	60% of 5th grade students met or exceeded standard in 2022-2023	Increase the percentage of students meeting or exceeding standard by 3%

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

Collaboration time focused on science standards and district adopted curriculum

### 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)

2,000

#### Source(s)

LCFF - Base  
4000-4999: Books And Supplies

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

In 2022-2023, 60% of students met or exceeded standards on the CAST Assessment in the 2022-2023 school year. This is a decrease from from 67% in 2021-2022.

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 major differences

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.

Teacher collaboration time for science

# 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	\$163,029.00

## 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	\$2,000.00
LCFF - Base	\$41,025.00
LCFF - Supplemental	\$81,100.00
Library Grant	\$38,904.00

Subtotal of state or local funds included for this school: \$163,029.00

Total of federal, state, and/or local funds for this school: \$163,029.00

# 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	13,525.00
LCFF - Supplemental	\$100,000.00	18,900.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF	2,000.00
LCFF - Base	41,025.00
LCFF - Supplemental	81,100.00
Library Grant	38,904.00

## Expenditures by Budget Reference

Budget Reference	Amount
	1,100.00
1000-1999: Certificated Personnel Salaries	114,025.00
2000-2999: Classified Personnel Salaries	18,855.22
4000-4999: Books And Supplies	27,048.78
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
	LCFF	2,000.00
	LCFF - Base	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	36,525.00
4000-4999: Books And Supplies	LCFF - Base	4,000.00
	LCFF - Supplemental	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	77,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,000.00
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

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	62,880.22
Goal 2	95,048.78
Goal 3	2,500.00
Goal 4	600.00
Goal 5	2,000.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Amy Amaral	Classroom Teacher
Lorilei McCusker	Other School Staff
Jennifer Nielson	Parent or Community Member
Shaelee Haines	Classroom Teacher Parent or Community Member
Cinnamon Johnsrud	Principal
Tiffany Whann	Other School Staff
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	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 1/10/23.

Attested:

	Principal, Cinnamon Johnsrud on 1/10/23
	SSC Chairperson, Lorilei McCusker on

# Instructions

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

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

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

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

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.**

[Educational Partner 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.

## **Educational Partner 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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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/>

Developed by the California Department of Education, January 2019