

**2009-10**  
**Oak Meadow Elementary**  
**Single Plan for Student Achievement**  
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## Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
4. This school plan 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.
5. This school plan was adopted by the school site council at a public meeting on:

\_\_\_\_\_.

Attested:

\_\_\_\_\_  
Barbara Narez

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Erika Garcia-Ciucci

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Site Council Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Barbara Narez (Principal)	X				
Paul Stewart (Assistant Principal)	X				
Sandy Crippen		X			
Marcia Mote		X			
Melinda Spooner		X			
Michelle Downing			X		
Mary Lesman				X	
Melanie Pond				X	
Brian Nygaard				X	
Erika Garcia-Cuicci				X	
Cindy Munt				X	
John Heyn				X	
<b>Numbers of members of each category</b>	2	3	1	6	

## Section 1

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### General School and District Information

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#### A. School Vision and Mission

##### Oak Meadow Mission Statement

In partnership with students, staff, families, and the community, Oak Meadow Elementary School will provide a quality, standards-based curriculum that ensures every child will meet or exceed proficiency.

##### Oak Meadow Vision

At Oak Meadow, we are committed to promoting students' success, honoring individual differences, and meeting the needs of each individual with compassion, respect for dignity, and the highest degree of professionalism.

## B. School Profile

At Oak Meadow, cooperation, compassion, and celebration of diversity are encouraged in a safe and secure environment. In partnership with students, staff, families and communities, Oak Meadow's mission is to provide meaningful educational experiences to encourage lifelong learning. We work together to support and develop each child intellectually, physically, socially and emotionally. Our school mascot, the raptor, reflects our desire to soar to new heights in learning each day.

Special programs at Oak Meadow include an after school enrichment program, cross-age buddies, a partnership tutoring/support program with Oak Ridge High School, technology partnership with Intel, and after-school remediation programs. Our students are encouraged to become involved and practice responsible habits through participating in school community programs such as T.E.A.M. (Together Everyone Achieves More) Raptors who work as conflict managers and friend finders. Students serve as parking lot supervisors to assist children and parents during pick-up and drop-off times. A school-wide program called Positive Action has also been implemented to encourage our students to make positive choices in their lives.

Parent participation and support is critical to the success of our school program. Parents and staff serve on the School Site Council. This group is actively involved in the writing and implementation of the Single Plan for Student Achievement. The P.T.A. also serves an important role at Oak Meadow, generating and delivering funds that greatly enhance the school's existing programs. In addition, an Oak Meadow Foundation has been established to augment and support our instructional programs. The foundation purchased a school-wide art program called Meet the Masters which is taught by parent volunteers.

Curriculum improvement is an ongoing, collaborative process and is actively supported by our well-trained staff. Teachers serve on district committees and regularly review performance-based assessments. Strong educational leaders, with the support of administration, have created a learning environment in which all students are successful

**Oak Meadow School** uses the following programs and practices to support our underperforming students:

- Read Naturally and SIPPS push in programs for Reading (during school hours)
- Extended Learning for Math and Reading (after school hours)
- Differentiation strategies within the regular instructional day
- Small flexible group instruction in core subject areas
- Cross-age tutors
- High School aides
- Parent/community volunteers
- Needs-based ability groups

## **C. Parent and Community Involvement**

Oak Meadow School is fortunate to have a very supportive parent and community group. The Parent Teacher Association, School Site Council and the Oak Meadow Elementary Foundation are very active and provide opportunities for parent involvement. Over 200 volunteers put in over 1,000 hours of service in classrooms each year. Parents also volunteer for numerous other activities in support of the school. The following is a partial list of well-supported ongoing volunteer activities.

### **Leadership Activities:**

- **Docents for Meet the Masters Art Program**
- **Spanish Instruction**
- **P.L.S. (Parking Lot Supervisors)**
- **Parent Education Nights (i.e., internet safety)**
- **School Site Council**
- **P.T.A.**
- **Steering Committee**
- **Budget Committee**
- **Master Plan Committee**
- **Technology Committee**
- 

### **Student Support Activities:**

- **Cross Country**
- **Renzulli Learning for GATE**
- **Rosetta Stone for EL and GATE Students**
- **P.C. Pals (partnership with Intel)**
- **Spelling Bee**
- **Oral Interpretation**
- **P.L.S. (Parking Lot Supervisors)**
- **Green Team (Recycling)**
- **Student Leadership**
- **TEAM Raptor**

### **Fund Raising Activities:**

- **Adopt-a-Class Program**
- **Innisbrook Gift Wrap Sales**
- **Bingo Night**
- **Cure for Cancer Read-a-thon**
- **Walk-a-thon**
- **Flocking Flamingos**

### **Other Fun Activities:**

- **Ice Cream Social**
- **Movie Nights**
- **Fun Run**
- **Book Fair**
- **Safety Day**
- **Read-a-thon**

## D. School- Home Compact

*It is important that families and schools work together to help students achieve high academic standards. Through a process that included input from teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.*

### Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (20 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and video games.
- Respect the school, classmates, staff and families.
- Read at home for 20 minutes each day. (M-Th)

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day for at least 20 minutes.
- Communicate with my child's teacher when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as attending Back To School Night, Open House and volunteering in the classroom as well as attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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**Student**

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**Teacher**

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**Parent/Guardian**

## **E. Parent Involvement Policy**

1. Oak Meadow will take the following actions to involve parents in the joint development of the School Parent Involvement Policy and the Single Plan for Student Achievement:

### School Parent Involvement Policy Process:

- Plan will be outlined by School Site Council and Administration,
- Input will be gathered from meetings during the year,
- A final draft is approved by the School Site Council and Board adopted and will be available to parents in Parent/Student Handbook.

### Single Plan for Student Achievement Process:

- A parent survey will be conducted to assess needs of stakeholders,
- Goals will be set,
- A single plan will be completed and approved by the School Site Council and Board. After approval, it will be distributed.

2. The Parent Involvement Policy will be distributed in the following ways:

- In the Parent/Student Handbook which is given to every student and signed by every student and parent.

3. Oak Meadow will involve parents in the process of school improvement and review in the following ways:

- At least once a year staff and parents will review school assessment results. The school's analysis of the results and parent feedback will be shared through our School Site Council and PTA.
- Together staff and parents will make adjustments to the school academic program which are deemed necessary in response to the data.
- This data will serve as the basis for our Single Plan for Student Achievement.

4. Oak Meadow will provide parents a description of curriculum, forms of assessment, and proficiency levels students are expected to meet.

- At Back to School Night, parents receive copies of standards and report cards along with explanations of assessments used.
- Progress reports and parent conferences are opportunities teachers have of reporting student progress.

- Email and telephone calls are also regular forms of parent-teacher communication.
  - Report cards are sent out three times per year detailing proficiency levels.
- 5. Oak Meadow will coordinate parental involvement strategies with feeder programs to address transitional needs by:
  - Articulation with feeder school with parent and new teacher at middle school when necessary,
  - Articulation between administration of feeder school, teachers and parents regarding students entering middle school,
  - Sharing STAR test results with middle school.
- 6. Oak Meadow will conduct a Parent Survey yearly, with the involvement of parents.
  - An annual parent survey will be conducted in the spring,
  - Results will be shared with the School Site Council, staff and parents,
  - Results will be put in the parent bulletin and posted on the school web site.
- 7. Oak Meadow has strong parent involvement. In order to continue to build parent capacity for strong parental involvement, to support a partnership among the school, parents and the community and to improve student academic achievement, we will do the following:
  - All parents will receive a letter mailed home with their child's STAR results,
  - Multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins and the district and school website will be used to keep parents and the community informed,
  - Intel PC Pals and Intel classroom volunteers will be encouraged to become partners with our school to enhance community involvement,
  - School activities that reach out to the parents and community will be offered.
- 8. The school will, with the help of the district, provide training and materials to help parents work with their children to improve academic achievement by:
  - Information will be shared with parents at Back to School Night, SSTs and parent-teacher conferences about homework, school and teacher homework websites, and grade level standards.
  - Helping preschool students and their parents through the First Five program by providing information and education on kindergarten readiness,

- School expectations and course content will be provided to parents at our annual Back to School Night.

9. Oak Meadow will, with the assistance of the district, provide materials that will work to build ties between parents and the school by:

- Informing parents of important school information through Connect Ed,
- Providing a monthly newsletter to parents both electronically or through hardcopy for those without access to a computer,
- Posting information on parent involvement opportunities on the school website, PTA website and school billboard.

10. Upon request, the school will provide the following documents translated in for parents:

- California English Development Test (Spanish),
- Enrollment documents (Spanish), and
- Translators are available for school site needs, whenever possible.

## Section 2

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### Evaluation and Monitoring of the School Plan

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#### A. General Overview

In 2006-07, the Board revised the goals of the district after receiving input from the Steering Committee, community via the website and two community forums and staff and parents via site level meetings. The district goals provide the focus to continuously improve the quality of the educational program. At the district, data is analyzed and research is reviewed to move the district forward in meeting the district goals. The Single School plan is the companion site level plan for analyzing data, setting goals and targets and monitoring progress to steadily increase the quality of the educational program

The District goals are:

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

Goal #2: Maintain fiscal integrity and accountability of the district.

Goal #3: Maximize the use of technology to enhance the work of students and staff.

Goal #4: Strengthen community relations and communications.

Goal #5: Promote the development of each student as a “whole” person.

Under District Goal #1, the district has made the commitment to” *Analyze student achievement data to target district, school and classroom needs in order to increase performance for all students and ensure that each school will score in the top 10<sup>th</sup> percentile of similar schools by 2010*’. This section of the Single School Plan provides the data to determine where we are now and processes to analyze how to focus our efforts the following year to continuously make progress on this District goal.

## B. Summary of State and District Assessments

The district believes in using multiple assessment measures to monitor student mastery of standards. The primary measures are the California Standards Tests and performance based and/or classroom assessments. In addition, the student performance data review process includes other STAR measures (i.e. CELDT), evaluation data (i.e. parent surveys and student re-designation rates) and student work. The school is accountable for meeting growth targets for all students and significant sub-groups as measured by the state's Academic Performance Index (API) and the federal Adequate Yearly Progress (AYP). These two measures are primarily based on student scores on the California Standards Test. The API is based on the CST. The district and state assessments included in the goal development process are as follows:

Assessment	Grade Level	Years of Data	Method of Evaluation
<b>State Assessments</b>			
California Standards Test (CST)	2-5	Three (3) Two (3) for Science	<ul style="list-style-type: none"> <li>▪ % Proficient or advanced</li> <li>▪ Disaggregated data for sub-groups</li> <li>▪ Content clusters</li> </ul>
API	K-5	Three (3)	Met API Targets (Yes/No)
AYP	K-5	Three (3)	Met AYP Criteria (Yes/No)
CELDT	K-5	Three (3)	# of students taking CELDT and # and % scoring at advanced and early advanced levels
<b>Other Local Data</b>			
Parent survey	K-5	beginning 06/07	% Positive response
Extended Learning Pre/Post Progress Data	1-5	beginning 06/07	Monitoring standards assessments throughout the year (K-5)  Monitoring movement in performance levels from one year to the next. (2-5)

## C. California Standards Test (CST)

### 1. Three Year Summary of Advanced/Proficient Students by Grade Level and Content Area

A student meets the district and state standard by scoring at the proficient or advanced level. The charts below show the percentage of students performing at each level between 2007 and 2009 followed by a summary of the percentage of students that met the standard of scoring at the proficient/advanced levels. The chart also shows the change in percent meeting the proficient/advanced standard between 2007 and 2009.

<b>English Language Arts</b>															
	Advanced			Proficient			Basic			Below Basic			Far Below Basic		
Year	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
2 <sup>nd</sup>	41	27	32	36	42	42	16	24	19	8	6	5	0	1	2
3 <sup>rd</sup>	23	40	35	36	43	39	27	14	19	8	2	5	6	0	2
4 <sup>th</sup>	58	60	77	29	24	18	10	13	4	4	2	1	0	1	1
5 <sup>th</sup>	35	49	48	40	35	33	19	12	17	5	3	0	1	2	1

English-Language Arts: Summary of Students Meeting Standard (scoring Proficient or Advanced)

Year/Grade	2007	2008	2009	Change 07 to 09
2 <sup>nd</sup>	77	69	74	+5%
3 <sup>rd</sup>	59	83	74	-9%
4 <sup>th</sup>	87	84	95	+11%
5 <sup>th</sup>	75	84	81	-3%

Analysis: Second grade through fifth grade have all experienced increases and decreases in the last three years. Third grade in particular showed significant decrease compared to last year's third grade students. However, when looking at the cohort match, students have shown gains from year to year.

<b>Mathematics</b>															
	Advanced			Proficient			Basic			Below Basic			Far Below Basic		
Year	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
2 <sup>nd</sup>	61	57	64	26	31	25	10	7	8	3	4	3	0	1	0
3 <sup>rd</sup>	50	73	67	30	19	23	9	7	5	9	1	5	2	1	0
4 <sup>th</sup>	35	60	71	40	20	20	19	14	8	4	3	1	1	3	0
5 <sup>th</sup>	30	51	40	41	26	44	13	17	10	10	5	6	6	1	1

**Mathematics: Summary of Students Meeting Standard (scoring Proficient or Advanced)**

Year	2007	2008	2009	Change 07 to 09
2 <sup>nd</sup>	87	88	89	+1%
3 <sup>rd</sup>	80	92	90	-2%
4 <sup>th</sup>	75	80	91	+11%
5 <sup>th</sup>	71	77	84	+7%

Analysis: Math scores over the last three years have steadily increased. All grades have at least 84% of their students scoring proficient or advanced.

**Science**

Year	Advanced			Proficient			Basic			Below Basic			Far Below Basic		
	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009	2007	2008	2009
5 <sup>th</sup>	20	43	43	49	40	37	26	13	14	2	2	6	3	2	0

**Science: Summary of Students Meeting Standard (scoring Proficient or Advanced)**

Year	2007	2008	2009	Change 07 to 09
5 <sup>th</sup>	69	83	80	-3%%

Analysis: Even though there was a slight decline in 2009, 80% of the students are proficient or advanced on the science portion of the CST.

## 2. Disaggregated CST Data

The chart below shows the percentage of students meeting the proficient/advanced standard for each sub-group. An asterisk indicates that there are not enough students for a significant sub-group. Data is from the California Department of Education (CDE).  
 \*= There are not enough students to report

<b>English/Language Arts</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
All Students	74	74	95	81
Non-White Ethnic Group				
African American	*	*	*	*
Non-White Ethnic Group				
Hispanic/Latino	*	*	*	*
Economically Disadvantaged/Non Economically Disadvantaged	*	*	*	*
Male/Female	65/82%	71/78%	91/98%	84/80%
Students with Disabilities	*	*	*	*
English Learners	*	*	*	*
GATE	*	*	*	*

\*= There are not enough students to report

<b>Mathematics</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
All Students	89	90	91	84
Non-White Ethnic Group				
African American	*	*	*	*
Non-White Ethnic Group				
Hispanic/Latino	*	*	*	*
Economically Disadvantaged/Non Economically Disadvantaged	*	*	*	*
Male/Female	84/94%	88/95%	91/92%	84/82%
Students with Disabilities	*	*	*	*
English Learners	*	*	*	*
GATE	*	*	*	*

<b>Science</b>	<b>5<sup>th</sup></b>
All Students	80%
Non-White Ethnic Group African American	*
Non-White Ethnic Group Hispanic/Latino	*
Economically Disadvantaged/Non Economically Disadvantaged	*
Male/Female	86/74%
Students with Disabilities	*
English Learners	*
GATE	*

\*= There are not enough students to report

Analysis: Gender is our only significant sub-group. In Language Arts in grades 3-5, the gap does not exceed 10%. However, in second grade, the females out-performed the males by 17%. In Math, except for grade 5, the females are outperforming the males up to a 10% margin. In 5<sup>th</sup> grade math, the males outperformed the females by a 2% margin. In Science, the males outperformed the females by 12%.

### 3. Analysis of Content Clusters

The following tables provide content cluster information for the California Standards Tests. These tables identify the number of test questions (number possible), the mean percent correct for a proficient score and the difference between the grade level mean score and a proficient score. This data shows areas of relative strength and weakness. If there is a relatively lower mean percent correct (i.e. 10% difference between mean percent correct scores) then staff will want to discuss and consider how to increase student mastery for the content cluster areas where students have lower scores. This data is less reliable when there are fewer test items.

	<b>Reading</b>			<b>Writing</b>	
	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written and Oral Language Conventions	Writing Strategies
<b>Grade 2</b>					
# of Questions	22	15	6	14	8
Mean Percent Correct for Proficient Score	73-88%	64-82%	83-93%	69-88%	57-79%
Difference between proficient score and average school score	77% within	73% within	87% within	75% within	65% within

<b>Grade 3</b>					
# of Questions	20	15	8	13	9
Mean Percent Correct for Proficient Score	78-90%	68-85%	76-91%	73-86%	74-87%
Difference between proficient score and average school score	84% within	75% within	80% within	79% within	76% within

<b>Grade 4</b>					
# of Questions	18	15	9	18	15
Mean Percent Correct for Proficient Score	77-88%	63-81%	69-85%	65-79%	50-67%
Difference between proficient score and average school score	91% 3% above	85% 4% above	88% 3% above	83% 4% above	74% 7% above

<b>Grade 5</b>					
# of Questions	14	16	12	17	16
Mean Percent Correct for Proficient Score	69-84%	64-81%	71-87%	74-85%	69-83%
Difference between proficient score and average school score	82% within	76% within	81% within	81% within	80% within

Analysis: All grades are “within” the proficient range of the reporting clusters.

<b>Math</b>					
	Number Sense Place Value	Number Sense Mult/Div Fractions	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis and Probability
<b>Grade 2</b>					
# of Questions	15	23	6	14	7
Mean Percent Correct for Proficient Score	76-89%	75-89%	71-90%	71-82%	76-89%
Difference between proficient score and average school score	89% within	89% within	86% within	83% 1% above	89% within

	Place Value/fractions/decimals	Addition/Subtraction Mult/Div.	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis and Probability
<b>Grade 3</b>					
# of Questions	16	16	12	16	5
Mean Percent Correct for Proficient Score	75-86%	68-87%	73-89%	78-88%	80-90%
Difference between proficient score and average school score	87% 1% above	85% 2% above	90% 1% above	90% 2% above	89% within

	Decimals/Fractions/Negative numbers	Operations and Factoring	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis and Probability
<b>Grade 4</b>					
# of Questions	17	14	18	12	4
Mean Percent Correct for Proficient Score	76-90%	72-89%	80-91%	63-79%	76-86%
Difference between proficient score and average school score	90% within	90% 1% above	93% 2% above	81% 2% above	87% 1% above

	Estimation/percents and factoring	Operations with fractions and decimals	Algebra and Functions	Measurement and Geometry	Statistics/Data Analysis and Probability
<b>Grade 5</b>					
# of Questions	12	17	17	15	4
Mean Percent Correct for Proficient Score	60-84%	63-85%	71-88%	58-78%	83-96%
Difference between proficient score and average school score	73% within	76% within	81% within	74% within	90% within

Analysis: All grades are “within” the proficient range of the reporting clusters.

## **D. Academic Performance Index (API)**

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools. The state has set 800 as the target score. The annual growth target for a school is 5% of the distance between its base API and 800. The growth target for a school at or above 800 is to gain one point. Actual growth is the number of points a school gained between its base and growth years.

API Base Scores					API Growth Scores			
Year	2006	2007	2008	2009		2006 to 2007	2007 To 2008	2008-2009
API Base Score	888	888	917	912	API Growth Score	888	917	922
Growth Target	A	A	A	A	Growth	0	29	7

**Sub-Groups:** In addition to a school wide API, schools also receive API scores for each numerically significant sub-group. These sub-groups are ethnic groups, socio-economically disadvantaged, special education and English Learners. The state determines whether a sub-group is significant. Significant sub-groups must meet 80% of the school wide target.

API Base Scores					API Growth Scores				
Year	2006	2007	2008	2009		2005 to 2006	2006 to 2007	2007 to 2008	2008 to 2009
API Base Score for sub-group (White)	896	896	912	922	API Growth Score	894	896	912	922
Growth Target		A	A	A	Growth	9	2	16	10

**Statewide Rank:** Schools' API scores are ranked separately within school type: elementary, middle, and high schools. For each of the three categories, schools' API scores (except small schools) are first sorted from lowest to highest statewide and then divided into ten equal groups (or deciles) ranked from lowest (one) to highest (ten).

Statewide Rank					
Year	2005	2006	2007	2008	2009
	10	9	9	10	NA

**Similar Schools Rank:** Based on student demographics, the state identifies 100 schools that are most similar in terms of demographics for individual schools. These 100 schools are then ranked by API scores from one (lowest band of ten schools) to ten (highest band of ten schools). The similar schools rank identifies the band where the school scores compared to the 100 similar schools.

Similar Schools Rank					
Year	2005	2006	2007	2008	2009
	7	7	3	7	NA

**Analysis:** The District subscribed to “EdResults”, a program designed to help schools analyze data to target areas of weakness in content achievement. We use this data in hopes of improving our similar school ranking.

### **E. Adequate Yearly Progress (AYP)**

To meet Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) legislation, a school must assess 95% of all students and 95% of students in each significant sub-group. Sub-groups include ethnic groups, socio-economically disadvantaged students, English Learners and students with disabilities.

A school must also have a minimum of 24.4% of students scoring at the proficient or advanced level in English-Language Arts and 26.5% scoring at the proficient or advanced level in mathematics on the California Standards Test. Further, a school must have a 2004 API Growth Score of 590 or a minimum annual increase of 1 point.

#### **Status on Meeting AYP Criteria by Year (2006 to 2009)**

<b>Status on Meeting AYP Criteria (2005)</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
95% of students tested	Y	Y	Y
95% of students in all sub-groups tested	Y	Y	Y
24.4% of students scoring at the proficient or advanced level in English-Language Arts on the CST	Y	Y	Y
26.5% of students scoring at the proficient or advanced level in Mathematics on the CST	Y	Y	Y
Minimum 2004 growth score of 590 or 1 point API gain	Y	Y	Y

Yes = met criteria

**Analysis:** All goals for AYP have been met over the last 3 years.

## **F. California English Language Development Test (CELDT)**

Students who have been identified as English Learners (EL) take the CELDT test annually to determine their level of achievement in mastering English. The number of students taking the CELDT test provides information on changes in the number of English Learners.

Number of Students Tested on the CELDT Test by Year

<b>Year</b>	<b># Students Taking the CELDT Test</b>
2007	31
2008	46
2009	49

Note: Data is available through the CDE website.

\*\*Totals were achieved by adding initial and annual testing numbers.

The table below shows the number and percent of students scoring at the advanced and early advanced levels on the most recent CELDT test. Students are considered proficient and near the level where they can be reclassified as a Redesignated Fluent English Proficient learner (R-FEP) with an advanced or early advanced score.

<b>Number, Level and Grade</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Total number of students tested	7	1	3	1	1	1
Advanced Level	1	1	1	3	1	
Early Advanced Level	3	3	4		1	1

Analysis: The number of EL students enrolling and being administered the CELDT test continues an upward trend as our school population has more than doubled over the last 4 years. We have observed that the new students to Oak Meadow are scoring lower on the CELDT test. Because most of the students are in the early primary grades, they have had limited experience in the educational system.

## **G. Physical Fitness Testing**

Students in grade 5 are tested annually on the California Physical Fitness Test. Students are considered fit if they meet six standards. These standards are: aerobic capacity, body composition, abdominal strength, upper body strength, trunk strength and flexibility. The percentages of male and female students who meet the standard for being fit are shown on the following table.

<b>All Students</b>			
Grade	2007	2008	2009
5	66.7%	79%	74%

Analysis: In 2009 both female and male score above the district average in meeting the six standards. Although in comparison to 2008-09, 5<sup>th</sup> grade student performance decreased slightly.

## **H. Parent Survey**

### **Spring Parent Survey Results – Percentage of Positive Responses**

<b>Safety</b>	2007		2008		2009	
	District	School	District	School	District	School
My child feels safe and secure at school.	98%	98%	96%	93%	97%	91%
My child has not experienced ongoing harassment at school.	68%	72%	71%	73%	97%	86%
I am aware of the positive action program.	66%	53%	76%	58%	69%	59%

#### **District Statement:**

A high percentage of students feel safe at our schools. Since the wording of the second statement was changed (the word bullying was changed to harassment), the 87% of students who reported that they did not experience harassment becomes our new baseline for comparison. It is hoped that the improvement in this area is related to the schools' efforts to introduce programs like Rachel's Challenge, the Ambassador Program, conflict mangers, Tribes and core values. Each of these programs is designed to prevent harassment and bullying before it happens. Awareness of the Positive Action program has decreased but this may be as a result of other programs becoming a bigger focus.

#### **School Statement:**

Overall, students feel very safe and secure at school. Oak Meadow's continued their annual Safety Day. This included various community members and organizations. We also reviewed all bells and drills. Oak Meadow responded to concerns about bullying by having our counselor make presentations in each classroom. In addition, there were school wide assemblies presented by the El Dorado County Sheriff's Department and a martial arts expert on strategies for dealing with bullying in acceptable ways. Since many parents are not familiar with the Positive Action program we will include components of the school's culture and desire for healthy students by adding Team Raptor, PLS and Life Skills to the question.

<b>Achievement</b>	2007		2008		2009	
	District	School	District	School	District	School
Teachers are knowledgeable and well-prepared to meet my child's needs	89%	96%	94%	90%	94%	94%
The school is clean and well-maintained	89%	99%	94%	95%	95%	98%
In the area of Technology, the educational program meets my child's needs	70%	79%	87%	82%	85%	87%
In the area of Health and Nutrition, the educational program meets my child's needs	67%	62%	86%	68%	81%	82%
My child participates in school-sponsored, extra-curricular activities	66%	49%	75%	67%	61%	62%

**District Statement:**

Parents in the district feel strongly that teachers are very skilled and have a positive impression of site maintenance. The responses in the areas of technology and health/nutrition are relatively lower and show these areas need to remain a focus. The percentage of children participating in school sponsored extracurricular activities dropped 14 %. Since there are fewer extracurricular activities available at the K-5 level it may be valuable to segregate this question for grades 6-8 where there are more options for student involvement.

**School Statement:**

The results of our parent/student surveys reflect great confidence in our exemplary teaching staff. Our custodial/grounds keeping staff does an excellent job working to keep our school in perfect order. The school has representatives on the District's Technology, Master Plan, Budget and Steering Committees. The committees are addressing district and site concerns with technology, budget, facilities, health and nutrition standards. There is outstanding participation in both school choir and the cross-country program.

<b>Communication</b>	2007		2008		2009	
	District	School	District	School	District	School
School communications keep me informed about school activities	89%	95%	93%	91%	92%	91%
Administrators and office staff are friendly and helpful	90%	99%	95%	93%	93%	94%
The district communicates about district goals.	68%	58%	83%	77%	79%	79%
School/district leaders provide a clear sense of direction for where we are going as a school/district.	66%	58%	82%	78%	76%	80%
<p><u>District Statement:</u>            Efforts regarding communicating about district goals and a clear sense of direction need to be renewed as both areas declined in 2009. Since the budget crisis became such a large focus from January to June of 2009, there is some concern that this overshadowed the goals during this time.</p> <p><u>School Statement:</u>            The school marquee, webpage, Connect-Ed, Twitter and the E-Bulletin are valuable tools to effectively communicate.</p>						

## I. School Goals for Increasing Students' Performance

### • Site Practices for Using Data to Develop Goals

School goals are developed annually to focus on continuously improving curriculum and instruction as a means of increasing student performance. The review process involves:

- Reviewing assessment data overall
- Summarizing areas of strength and areas for increasing student achievement
- Identifying underperforming sub-groups
- Developing school goals
- Developing strategies and measurable targets for increasing student achievement

The school plan is monitored during the year and modifications are made as needed to achieve annual goals for increasing students' academic performance.

### • Summary of the Status of Goals Set in 2008-2009

Following are the goals and targets set for 2008/09 and data on the degree to which the goal was met.

**Goal #1: Increase performance in Reading Comprehension by demonstrating that there will be a 5% increase of students scoring proficient or advanced on the 08-09 STAR.**

- **Target:** The PLC grade level teams will analyze district and classroom assessment data to determine progress in reading comprehension and apply intervention as needed.
- **Summary:** Goal met

**Goal #2: By Summer 2009, 4.5% (20 students) who scored Basic, Below Basic or Far Below Basic on the Math portion of the CST will move one band.**

- **Target:** Using Data Director teachers will work in grade level teams to analyze the progress of the Houghton Mifflin math unit test and apply intervention as needed.
- **Summary:** In reviewing how this goal was written, we didn't take in to account that our fifth grade students moved on to sixth grade. However, the goal was met by the percentage of second through fourth grade students who were at Oak Meadow in 2008-09.

**Goal #3: 10% of students with disabilities (4 students) who scored below the proficient level in English Language Arts on the STAR will increase their performance by one performance band.**

- **Target:** The special education team will meet with the regular education team to review the results of summative tests and or other pertinent assessments.
- **Summary:** Goal met. Five of Oak Meadow students with disabilities moved up one performance band.

## **Analysis of Trends from All Assessments and Data Sources**

School wide 80.5% of students scored proficient or advanced in the English Language arts section of the CST. Second grade through fifth grade have all experienced increases and decreases in the last three years. Third grade in particular showed significant decrease compared to last year's third grade students. However, when looking at the cohort match, students have shown gains from year to year.

Math continues to be a school wide strength with steady improvement over the last five years. Math scores over the last three years have steadily increased. All grades have at least 84% of their students scoring proficient or advanced.

The CELDT results show English Learner students entering Oak Meadow having weaker English language skills than the EL students in the past. Oak Meadow's numbers of EL students continue to increase.

- **Review of Practices from Schools with Similar Characteristics who Score in the Top 10<sup>th</sup> Percentile of Schools**

District Goal #1B: *Annually, growth in student achievement will occur to meet measurable targets in an effort to achieve within the top 10% of similar schools as measured by EdResults.*

Oak Meadow staff will continue to research best practices from high achieving schools that are performing in the top ten percent and are closing the achievement gap. Second and third grade language arts is an area of emphasis for improvement. Targeted interventions are being offered to students based on their educational needs. Pre and post data will be collected to evaluate the program. By implementing these strategies, we hope to see significant gains in achievement.

## **SMART Goal(s) for 2009/10 with Rationale Based on the Data**

### **Oak Meadow 2009-2010 S.M.A.R.T. Goals**

#### ***Language Arts Goal:***

By the end of the 2009-2010 school year, 84% (80.5% in 08-09) of students will score proficient or advanced on the language arts section of the CST.

##### Measurements:

- HM Theme and Cumulative Tests – two per trimester
- A.R. Tests – on going throughout the year
- District Trimester Assessments
- Daily Language Review
- BPST
- Writing Samples

##### Check in Dates

- End of each trimester

##### Programs and Strategies

- Walk and Roll Grouping Models
- Core Literature
- Read Naturally
- Making Words
- SIPPS
- Sprint Books
- Individual materials to address skills (ie. Weekly Reader)
- Lexia
- Skills Tutor
- Houghton Mifflin comprehension skills
- Stiggins Targets
- GATE Icons
- Raz.com Reading

#### ***Math Goal:***

By the end of the 2009-2010 school year, 92% (89.2% in 08-09) of students will score proficient or advanced on the math portion of the CST.

##### Measurements:

- Chapter Tests
- Quarterly Tests
- Weekly Tests
- Math Facts Tests
- District Trimester Assessments

##### Check in Dates

End of each trimester

Programs and Strategies

DMI  
Math Symphony  
Skills Tutor  
Math in 21 Days  
Stiggins' Targets  
GATE Icons  
"Mixed Up Math" grouping model  
Houghton Mifflin Resource Guides

***English Learner Goal:***

By the end of the 2009-2010 school year, 10% of EL students taking the CST will move up one quintile or to proficient in Language Arts on the CST. 50% of K-2 students will move up one level as measured by the CELDT. (given in the beginning of 2010-11)

Measurements:

District Trimester Assessments

Check in Dates

End of each trimester

Programs and Strategies

Rosetta Stone  
EL Liaison provide parent/home support  
Quarterly EL Liaison meetings with teacher  
Utilize high school/cross age tutors to support students  
After school and push in intervention programs  
"Bonnie Bishop" strategies for differentiation

***School Wide Environment Goal:***

In support of the District Goal 5c: Continue to create, provide and strengthen activities for personal growth, self-esteem, responsible behavior, youth development and citizenship all students will show respect for each other and the school's learning environment by demonstrating a "4" on a 4 point rubric when walking to and from pullout activities. (PE, Music, Library, ie.)

Measurements:

Staff, peer and parent observation

Check in Dates:

1<sup>st</sup> Trimester: 30% of the classes  
2<sup>nd</sup> Trimester: 60% of the classes  
3<sup>rd</sup> Trimester: 100% of the classes

Programs and Strategies

Positive Action  
School Safety Day  
Student Leadership  
Buddy Classes  
Counseling Support  
Stiggins Targets

## Summary of Strategies and Supporting Research

**Goal #1 – Language Arts Goal:** By the end of the 2009-2010 school year, 84% (80.5% in 08-09) of students will score proficient or advanced on the language arts section of the CST.

- School wide and grade level curriculum planning time
- Release time for visiting other classrooms and/or attending workshops or conferences
- Purchase of research-based support materials
- Continued implementation of small group needs-based instruction
- Enroll students in Skills Tutor for Intersession
- Provide “push in” instruction by certificated instructors to support student achievement.
- Provide after school intervention for identified students in need of extra support.
- Step Up to Writing Training
- SIPPS/Making Meaning Training
- Raz.com Reading Program

**Goal #2: Math Goal:** By the end of the 2009-2010 school year, 92% (89.2% in 08-09) of students will score proficient or advanced on the math portion of the CST.

- Grade level curriculum planning time as a team
- Grade levels and staff will meet as a whole to analyzing trends
- Release time for visiting other classrooms and/or attending workshops or conferences, using EdResults as a reference
- Purchase of research-based support materials
- Continued implementation of small group, needs-based instruction
- Skills Tutor and after school interventions for struggling math students

**Goal # 3 English Learner Goal:** By the end of the 2009-2010 school year, 10% of EL students taking the CST will move up one quintile or to proficient in Language Arts on the CST. 50% of K-2 students will move up one level as measured by the CELDT. (given in the beginning of 2010-11)

- The staff will be trained and educated by our EL Liaison throughout the year.
- Staff development day and ongoing support from school differentiation team for strategies to assist EL students
- Students will utilize a variety of EL materials, including Rosetta Stone for technology
- Trimester collaboration with regular education teacher and EL Liaison at Oak Meadow

**Goal #4: School Wide Environment Goal:** In support of the District Goal 5c: Continue to create, provide and strengthen activities for personal growth, self-esteem, responsible behavior, youth development and citizenship all students will show respect for each other and the school's learning environment by demonstrating a "4" on a 4 point rubric when walking to and from pullout activities. (PE, Music, Library, ie.)

- Positive Action
- School Safety Day
- Student Leadership
- Buddy Classes
- Counseling Support
- Stiggins Targets

## Section 3

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### 2009/2010 Program Budgets

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#### School Level Budget for SLBG

**2009-2010 Allocation: \$52,304.00**

**Total Budget for 09/10: \$52,304.00**

<b>Certificated Salaries and Benefits</b>	<b>Amount</b>	<b>Page Found in Plan</b>
Intervention Teachers/Language Arts and Math (for push in program).	\$ 20,000	Page 29,31
Positive Action Staff/Students Development	\$2,000	Page 30
<b>Total Certificated Salaries and Benefits</b>	<b>\$22,000</b>	

<b>Classified Salaries and Benefits</b>	<b>Amount</b>	
Language Arts and Math Assistants (for push in program).	\$ 7,000	Page 31
<b>Total Classified Salaries and Benefits</b>	<b>\$ 7,000</b>	

<b>Books/Supplies/Materials</b>	<b>Amount</b>	
Resource and support materials for reading and math	\$5,000	Pages 31
Positive Action/TEAM Raptor materials	\$ 1,000	Page 30
Resource and support materials for intervention programs	\$ 8,000	Page 31
<b>Total</b>	<b>\$ 14,000</b>	

<b>Services/Operational Expenses</b>	<b>Amount</b>	
Step up to Writing training	\$ 2,000	Page 31
Release time for assessments/grade level articulation/teacher training	\$ 11,704	Page 31
Math and Language Arts Assessment Training	\$ 1,000	Page 31
SIPPS/Making Meaning Training	\$2,000	Page 31
TEAM Raptor	\$2,000	Page 30
<b>Total</b>	<b>\$19,704</b>	

### School Level Budget for EIA-EL

**Total Budget for 2009-10    \$\$ 44,255.98**

<b>Certificated Salaries and Benefits</b>	<b>Amount</b>
Estimated cost of EL Coordinator	\$ 1,000
Books/Supplies/Materials	\$29,255.98
EL support program and instructor	\$14,000
<b>Total</b>	<b>\$ 44,255.98</b>

# Appendix A

[Please see link](#)