

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT OAK VIEW UNION ELEMENTARY SCHOOL

30 68635 6042444

CDS Code

Date of this Plan: 6-21-18

The *Single Plan for Student Achievement* is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application, and ESEA Program Improvement into the *Single Plan for Student Achievement*.

Contact Person: Beverly Boone

Position: Superintendent

Telephone Number: 209.368.0636

Address: 7474 East Collier Road

E-mail address: bboone@sjcoe.net

The District Governing Board approved this School Plan on 6-21-18.

School Description

Oak View School District is a single-school school district, which opened in 1929. It is located in a rural area of San Joaquin County approximately half way between Sacramento and Stockton. It serves approximately 400 students in grades K-8.

Currently approximately 45% of the students are Caucasian, 46.8% are Hispanic, 4.5% are two or more races, 1.2% are Asian, 0.7% are Filipino, and 0.5% are African American, 0.7% are Pacific Islander and 0.5% are listed as not reported. There are two Certificated Administrators: the Superintendent/Principal and the Vice Principal; 21 credentialed Teachers that include one part-time intervention teacher; one full-time intervention teacher/ELD coordinator; and a part-time band teacher. There is a part-time Psychologist and a part-time Speech Therapist provided by the SELPA. The classified staff consists of a Business Manager; a Director of Transportation, Maintenance, and Operations; two Maintenance/Bus Drivers; a Lead Cook and two part-time Cafeteria Assistants; a full-time School Secretary; a full-time Bilingual School Clerk; a part-time Library Clerk; a part-time Technology Assistant; and nine Teacher Assistants, one of which is bilingual. The District contracts one part-time counselor through the 180 Teen Center. The teacher assistants form much of the core of the assistance program, providing help in all primary classrooms to lower the student/adult ratio as well as assistance in special education. Approximately 50% of all students participate in the free and reduced lunch program.

Grades K-3 are within the State mandated class size average of 24 to 1 with teacher assistants in each classroom.

The school utilizes IEP meetings for special education and extensively uses Student Success Teams to assist students, teachers, and parents with a wide variety of issues. A technology committee meets periodically to review the technology at Oak View and to make recommendations for new acquisitions of hardware, software, and the distribution and use therein.

Mission Statement

We believe that every child is unique and has abilities and talents that should be nurtured. We believe that academic progress is possible and important for all children. Further, we believe that education should be balanced, allowing for the nurturing of academic, physical, and artistic talents of all children. To best achieve high goals, children's self-confidence, and high self-esteem are vital. An excellent physical environment that provides a safe, comfortable, and inviting place for learning is essential. Finally, excellence in education happens best when all stakeholders, including students, teachers, parents, classified staff, administration, and the board work together as a team.

School Goals

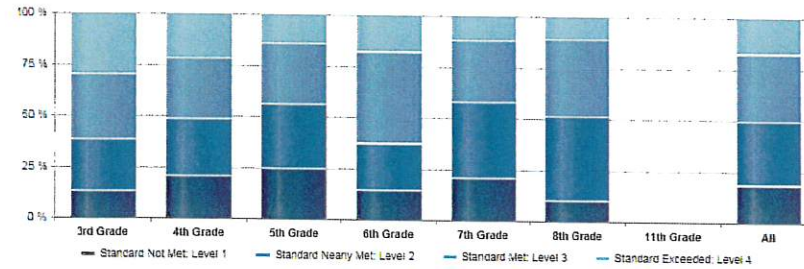
1. To continue to provide a safe learning environment.
2. To implement an effective instructional program for all students:
 - a. Develop student performance in the skills of reading, writing, speaking, listening, calculating, problem solving, studying, and thinking.
 - b. Increase student knowledge of the physical, social, political, and economic worlds.
 - c. Further student knowledge of civic values, including honesty, integrity, tolerance, fairness, and self discipline.
 - d. Increase the amount of time students engage in literature and written language as an independent activity.
 - e. Improve student awareness of life skills including responsibility, cooperation, organization, courtesy, caring, and patience.
 - f. Encourage active involvement of all parents in their child's education.
 - g. Develop and increase student basic knowledge regarding physical, life, and earth science as well as learning investigative and experimentation skills.
3. To provide an atmosphere of cooperation, caring, and respect among students, staff, and parents.
4. To provide students with many positive experiences so they enjoy school and have high self-esteem.

Student Performance Data Summary: Oak View School

Oak View 2016-2017 CAASPP Results

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

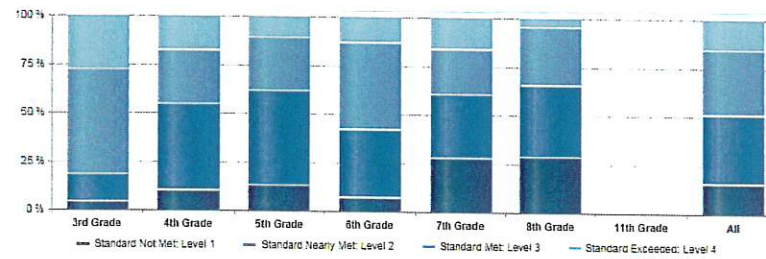
▼ All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	44	47	52	40	70	31	N/A	284
# of Students Tested	44	47	51	40	70	29	N/A	281
# of Students With Scores	44	47	51	40	70	29	N/A	281
Mean Scale Score	2451.2	2471.7	2489.7	2547.9	2509.7	2578.0	N/A	N/A
Standard Exceeded: Level 4	29.55%	21.28%	13.73%	17.50%	11.43%	10.34%	N/A	17.08%
Standard Met: Level 3	31.82%	29.79%	29.41%	45.00%	30.00%	37.93%	N/A	33.10%
Standard Nearly Met: Level 2	25.00%	27.66%	31.37%	22.50%	37.14%	41.36%	N/A	30.96%
Standard Not Met: Level 1	13.64%	21.28%	25.49%	15.00%	21.43%	10.34%	N/A	18.86%

MATHEMATICS

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

▼ All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	44	47	52	40	70	31	N/A	284
# of Students Tested	44	47	51	40	70	29	N/A	281
# of Students With Scores	44	47	51	40	70	27	N/A	279
Mean Scale Score	2473.2	2487.1	2510.2	2550.0	2537.3	2544.9	N/A	N/A
Standard Exceeded: Level 4	27.27%	17.02%	9.80%	12.50%	15.71%	3.70%	N/A	15.05%
Standard Met: Level 3	54.55%	27.66%	27.45%	45.00%	22.86%	29.63%	N/A	33.33%
Standard Nearly Met: Level 2	13.64%	44.68%	49.02%	35.00%	32.86%	37.04%	N/A	35.48%
Standard Not Met: Level 1	4.55%	10.64%	13.73%	7.50%	28.57%	29.63%	N/A	16.13%

Parent Involvement

Oak View School follows state and federal regulations as well as district policy in involving parents in their children's education.

Parents elect their peers to the School Site Council. The English Language Advisory Committee is composed of parents of English Language learners and advises administration on matters related to their children's education. Both meetings are open to the public.

Parents are encouraged to participate as volunteers in the classrooms, in school activities at home and to use skills and/or resources they possess. Parents are also encouraged to extend support to their children by assisting with homework, completing appropriate forms/paperwork and calendaring important events at home. The use of our automated parent notification system lets families know of upcoming events and deadlines as well as volunteer opportunities.

Parents are kept informed of their child's academic performance through periodic grade sheets, quarterly report cards and parent-teacher conferences twice a year.

The Oak View Parent Club is an active organization dedicated to providing support to teachers and students. Each year the Parent Club takes recommendations from the school staff and purchases items needed to provide a well-rounded educational experience for the students.

Parent Club sponsors many school-related activities through numerous fundraising efforts throughout the year. Some events include Jog-a-thon, Spirit of the Season, Book Fair, Halloween Carnival, Ice Cream Social, Spring Fling/Fine Arts Nights, school-wide assemblies and many other activities needed for the year.

The Oak View Parent Club encourages all parents to attend monthly meetings held at the school.

Analysis of Current Instructional Program

Language Arts

Description of Core Curriculum:

The district core curriculum is a balanced and integrated curriculum that includes, but is not limited to grammar, literature and thematic units and encourages higher levels of thinking. The process of listening, speaking, reading, and writing will be integrated in a planned development program from kindergarten through grade eight. The textbook adoption for grades 7-8 is Houghton-Mifflin/Harcourt *California Collections* and is *California Journeys* for grades K-6. There is also a core literature list to supplement the program for grades K-8 as well as the use of thematic units and project based learning. The district sequences of learning objectives are stated as grade level competencies which students are expected to master. All students will have access to core literature lists and extended reading experiences. Grades K-6 are assessed three times a year with DIBELS. Grades 1st – 3rd are also administered the BPST three times a year. Daily Oral Language is taught to first through eighth grade. Primary grades have a balanced approach to phonics and word skills. DIBELS progress monitoring is used for “at risk” students.

Analysis of Current Conditions:

All students in grades K-8 are familiar with the various Language Arts genres, as the district requires. All staff members continue to receive training in utilizing holistic strategies for the instruction of reading, writing, speaking and listening with curriculum that is half literary and half informational. There is integration between the Students with Special Needs curriculum and the Language Arts core curriculum. Students with Special Needs participate in the core curriculum in a variety of subject areas to accommodate the range of cultural and language backgrounds found in our student population. All students receive daily instruction in reading, writing, language mechanics and spelling. Test scores reflect above average achievement in all language areas. We are currently administering reading intervention programs during school hours either giving individual instruction or using a small group model. The district has expanded resources to provide supplemental reading resources in grades K-8. The district uses SIPPS, Step up to Writing, Read Naturally, Signs for Sounds, Lexia, Starfall, Fundamentals in Writing, Total Reading, Reading Assistant, Moby Max, Khan Academy, Writing on Demand, ELA apps for student iPads and iMacs and SRA for struggling students in Title I and Special Education. Teachers have attended professional development for the new Common Core approved ELA/ELD curriculum that was adopted in the 2016-2017 school year.

Mathematics

Description of Core Curriculum:

The district core curriculum is organized as a balanced and integrated curriculum, which follows the guidelines of the Common Core State Standards. Through the use of manipulatives and varied teaching strategies, students develop higher order thinking skills, learn to organize their thoughts, develop logical arguments, and make valid inferences through the problem solving process. McGraw Hill *My Math* is used in grades TK-5 and Houghton Mifflin Harcourt *Math in Focus: Singapore Math* by Marshall Cavendish is used in grades 6-8. The district core curriculum includes a locally developed assessment system for monitoring students' progress. Teachers administer appropriate assessments of current adopted curriculum which include components in basic skills, problem solving and replacement units. Grades K-6 are assessed three times a year with DIBELS benchmark assessments and progress monitoring is used for "at risk" students.

Analysis of Current Conditions:

Students are involved in a balanced exposure to all strands of mathematics through the use of District adopted curriculum supplemented with Replacements Units, Problem Solving, Math journals, portfolios, Touch Math, Moby Max, Mathematics apps for student iPads and iMacs and manipulative activities. In addition, students are involved in a variety of other math activities, which include; paper-pencil, calculators, and computers. We are currently administering math intervention programs for students who are far below grade level during school hours by either giving individual instruction or using a small group model. Classrooms have computers that are used as a tool of education throughout the grade levels. Instructional settings are varied and provide for the different needs of the students through individual, small groups and whole class groupings. Teachers have attended professional development for the Common Core State Standards in Mathematics and the district has adopted a Common Core Implementation Plan. New math curriculum was implemented in the 2014-2015 school year.

English Language Learners

Description of Component Area:

The English Development Program (ELD) is designed to help ELD students acquire communicative competence in English. All ELD instruction is provided in the regular classroom setting with small group instruction. The great majority of ELD students' native language is Spanish. The school regularly acquires additional reading materials in Spanish, including Spanish literature and district adopted textbooks written in Spanish. The long range goal of the ELD program is to develop the students' communicative powers in English and to enhance higher order thinking skills and all academic skills across the core curriculum so that over time all ELD students are fluent in English.

Analysis of Current Conditions:

General education teachers provide English Language Development (ELD) services to identified students within the regular classroom. The great majority of ELD students are redesignated as fluent in English prior to eighth grade graduation and many students spend only a few years as ELD designated prior to becoming English fluent.

Currently, eligible students are reclassified in the fall of every year based on the following criteria:

- Teacher evaluation
- Parent opinion
- Report card grades in Reading/English Language Arts
- District assessments and/or CAASPP scores in English Language Arts
- English Language Proficiency Assessment for California (ELPAC)

A full time intervention teacher/ELD coordinator works directly with ELD students to administer the CELDT and ELPAC test, monitor reclassified students (for two years) and provide academic support throughout the year. Teachers have received professional development in the Common Core ELD Standards and test administrators are trained for the CELDT and ELPAC annually. ELA/ELD curriculum was implemented in 2016-2017 school year.

Title I/The Learning Center

Description of Component Area:

Students in grades K-8 will be assessed for eligibility for Title I assistance based on curriculum embedded assessments, quarterly grades, DIBELS scores, CAASPP scores and teacher recommendations. Students in grades K-6 will be given, as appropriate, curriculum assessments, BPST (K-3) and DIBELS Assessment three times a year in reading and math. These scores will be compared to benchmarks for each grade level. The Title I teachers will then consult with all appropriate staff about the individual students and make final selection of the students to be served. Students in grades K-8 will be eligible for this program. This program will be implemented to the extent that funding allows.

Students will be reassessed mid-year and again at the end of the year, and they may be exited from Title I when they reach the minimum benchmark score on the assessments by which they were admitted to the program. Students may be monitored (weekly) using DIBELS progress monitoring reading and math assessments.

Analysis of Current Conditions:

One part-time and one full-time intervention teacher instruct students in a small group setting as well as in the general education classroom. Study hall is also provided to assist students with classwork and homework in grades 5-8. The areas of focus are Mathematics and Language Arts. Intervention curriculum includes SIPPS, Lexia, Read Naturally, Signs for Sounds, Step up to Writing, Starfall, SRA, Moby Max, Scientific Learning Reading Assistant, Guided Reading, Fundamentals in Writing, Total Reading, Reading Comprehension Exercises, Writing on Demand Exercises, Touch Math, Math Manipulatives, Numerous ELA and Mathematics Apps on student iPads and iMacs, and the intervention component of the district adopted Math and Language Arts curriculum.

<p>Program Support Goal # 1 Increase communicative skills and learn ELD strategies critical to supporting language learning both in and out of the classroom.</p>				
<p>Groups participating in this goal: Staff and English Learner's</p>		<p>Anticipated annual growth for each group: Growth of one level on the CELDT and to reclassify a minimum of 10% of English Learners as English Proficient annually.</p>		
<p>Means of evaluating progress toward this goal: GPA, ELPAC/CELDT scores, teacher recommendation, parent opinion, DIBELS scores and CAASPP scores.</p>		<p>Group data to be collected to measure gains: ELPAC/CELDT scores and percentage of students reclassified as English Proficient.</p>		
<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions</p>	<p>Start Date² Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Professional Development: Spanish Institute or California ELD Standards Institute</p>	<p>Start: 6/18/17 End: 6/22/18</p>	<p>Registration fees, salaries and mileage reimbursement</p>	<p>\$6,152</p>	<p>Title III - EL</p>
<p>Professional Development</p>	<p>9/18/17 & 3/12/18</p>	<p>ELPAC and Paraprofessional Training</p>	<p>\$536</p>	<p>Title I</p>

<p>Program Support Goal # 2 Provide Title I services in the general education classrooms and The Learning Center which will provide intervention support for students struggling with Reading and Mathematics in grades K-8.</p>				
<p>Groups participating in this goal: Students in need of Reading and Mathematics support.</p>		<p>Anticipated annual growth for each group: Grade level standards on district assessments and passing grades in Reading and Mathematics</p>		
<p>Means of evaluating progress toward this goal: Quarter grades and DIBELS scores.</p>		<p>Group data to be collected to measure gains: Scores from DIBELS and report card grades in Reading and Mathematics.</p>		
<p>Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions</p>	<p>Start Date⁴ Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Fund one full-time intervention teacher</p>	<p>Start: 7/1/17 End: 6/30/18</p>	<p>Salary and Benefits</p>	<p>\$101,803</p>	<p>Title II Title I</p>
<p>Materials & Supplies</p>	<p>Start: 7/1/17 End: 6/30/18</p>	<p>Curriculum, Copies, Supplies, Software, Hardware</p>	<p>\$1,951</p>	<p>Title I</p>

Program Support Goal # 3 Family Color Fun Run/Walk and Health Fair (1%)				
Groups participating in this goal: Parents and students.		Anticipated annual growth for each group: Increase scores on PE Tests (5 th and 7 th grade)		
Means of evaluating progress toward this goal: Monitor quarterly PE grades.		Group data to be collected to measure gains: State PE test scores.		
Actions to be Taken to Reach This Goal ⁵ Consider all appropriate dimensions	Start Date ⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Supplies for color run/walk	4/27/18	Color Powder, sunglasses, bandanas	\$1,435	Title I

Programs Included in this Plan

The School Site Council intends for this school to participate in the following programs: (Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program-Carryover	\$
<input type="checkbox"/> Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners-Carryover	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Gifted and Talented Education) Flexible SBC Carryover	\$0
Total amount of state categorical funds allocated to this school	\$0

Federal Programs under the Elementary Secondary Education Act	Allocation
<input checked="" type="checkbox"/> Title I, Part A: Neglected Purpose: Supplement instruction for abandoned, abused, or neglected children who have been placed in an institution	\$95,286
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	\$
<input type="checkbox"/> Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet ESEA Adequate Yearly Progress targets for one or more identified student groups	\$
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	\$10,439
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	\$
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$6,152
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement (NO LONGER FUNDED BEGINNING WITH THE 2010-11 SCHOOL YEAR)	\$
<input type="checkbox"/> Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible local educational agencies	\$
<input type="checkbox"/> Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$111,877

School Site Council Membership

California *Education Code* Section 64001(g) requires that the Single Plan for Student Achievement be reviewed and updated at least annually, including proposed expenditures of funds allocated through the ConApp, by the school site council (SSC). The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Beverly Boone	X			
Nellie Van Egmond		X		
Jana Stout		X		
Margaret Meyers		X		
Bert Azevedo				
Keith Jones				X
Kate McDonald				X
Rosemary Matos				X
Dyanne Pate				X
Numbers of members in each category	1	3	0	4

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee Beverly Boone Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (**list**) _____ Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 5/17/18.

Attested:

Beverly Boone
Typed name of School Principal

Beverly Boone
Signature of School Principal

5-17-18
Date

Keith Jones
Typed name of SSC Chairperson

Keith Jones
Signature of SSC Chairperson

5-17-18
Date