

The Single Plan for Student Achievement

Oakhills Elementary School

School Name

31-66829-6109029

CDS Code

Date of this revision: May 23, 2013

The Single Plan for Student Achievement (SPSA) 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 and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Eureka Union Elementary School District

School District

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The District Governing Board approved this revision of the School Plan on July 16, 2013.

II. School Vision and Mission

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Our mission is to nurture the intellectual, physical, and emotional capacities of each student to the fullest extent. Oakhills School is committed to the development of the whole child by providing a safe environment in which students can achieve high self-esteem with respect for others, develop a love for learning, and reach personal potential as knowledgeable, caring, responsible, and contributing citizens. We believe this to be possible when the school is in partnership with the student, the parents, and the community. We have high expectations for all students academically and work towards challenging every student's learning. We expect that all students will develop tolerance for others and mutual respect, learn cooperation to achieve a team's goals, and gain a love for learning that will last a lifetime.

EUREKA UNION SCHOOL DISTRICT VISION and PATHWAYS

- The Eureka Union School District is dedicated to developing learned and inspired global citizens.
- We will provide our students with a dynamic, rigorous education that focuses on collaboration, critical thinking and character development.
- Our students will be supported in a nurturing environment which fosters the healthy academic, social, emotional and physical development of each individual.
- Our partnership of students, families, educators and community members encourages creativity and celebrates innovation.

We support the Eureka Union School District's Vision and Pathways in that we provide a rigorous and relevant education that is based upon the California Content Standards and upon the established Challenge 21 curriculum, both of which focus on the development of learned and inspired global citizens. Our students will be supported in a nurturing environment, which fosters the healthy academic, social, emotional, and physical development of each individual. Through our "Character Counts" program our students gain an in depth understanding of life traits (respect, responsibility, trustworthiness, caring, tolerance, effort and teamwork) that nurture the positive well being of all students. We support our partnership between students, families, educators, and community members through our School Site Council, Parent Teacher Club, Dad's Club, and through partnerships with local agencies, including, but not limited to, the Eagle Scouts of America, the Girl Scouts of America, and the Placer County "ROP" program.

III. School Profile

Oakhills Elementary, which is part of the Eureka Union School District, opened its doors in 1990. It is located in the semi-rural area of Granite Bay, in the southwestern region of Placer County, and is approximately 25 miles east of Sacramento. The Eureka Union School District is composed of three K-3 schools, two 4-6 schools and two 7-8 middle schools. Oakhills Elementary School has an enrollment of 482 students. This number includes: Transitional Kindergarten - 22, Kindergarten - 109, 1st grade - 115, 2nd grade - 115, and 3rd grade - 121. In addition, a pre-school program and a K-3 Special Day District class are also located on the Oakhills campus. Of the 482 students, the following subgroups are represented in the total school population: less than 1% American Indian and Pacific Islander, 1% Filipino, 1% African American, 3% Two or More Races, 4% Not Reported, 8% Asian, 9% Hispanic/Latino, and 72% White. Oakhills' student population is comprised of approximately 49% female and 51% male students.

As of Fall 2012, we have one preschool program, one transitional kindergarten class, five kindergarten classes, five first grade classes, five second grade classes, and five third grade classes. The class size average is approximately 21.5 at Kindergarten and 23.5 at 1st-3rd grade. Both the transitional kindergarten and kindergarten classes benefit from a full day program. All TK and K students attend school from 8:30 am - 1:45 pm. The extended day allows for a more in depth focus on academics as well as for arts, music, and computers during the school day.

Oakhills facilities also offer a school library, computer lab, and a play structure. Our facilities are well maintained by district personnel. The school site is attractive and welcoming to our community. It has a large multipurpose room with a stage for performances and assemblies. There is an outside shade structure "Pavilion" which is used for lunches and when the weather is pleasant it can also be used for learning opportunities by classes. Our library is spacious and inviting. We have an Apple computer lab that is routinely scheduled by teachers for student key boarding, word processing, reading and math assessments, as well as for research projects. Oakhills shares an adjoining campus with its feeder school, Ridgeview (4-6). Both sites share the multipurpose room, outside shade structure, and play area.

SCHOOL CLIMATE

There are many opportunities for our students to be connected to school through clubs, activities, and groups. Oakhills students may be part of Circle of Friends, Viva el Español (ESF Spanish) and Destination Imagination. We also offer alternate activities during lunch recess and after school such a Walking Club, Lego Club, Chalk Art Club, and a Junior Student Council. Character Education is a strong component of Oakhills School. Character Counts is a program used to teach the pillars of Character: Respect, Responsibility, Caring, Trustworthiness, Citizenship, Tolerance, and Effort. Each month one of the pillars is explored through monthly assemblies and classroom discussions. Staff members embrace and model the character traits through their daily interactions with students and community members, and as a result help to promote and instill these traits within our students.

Oakhills fosters a positive school climate through monthly "Character Traits" assemblies, monthly character trait awards recognition, "Caught Being Good" coupons, monthly rewards with the principal, school spirit days, school spirit wear on Fridays, and through various classroom recognitions.

STAFFING

Oakhills staff consists of 24 credentialed teachers with a variety of years of service ranging from having a few years of teaching to those who have taught over 20 years. Student to teacher ratios are 21.5:1 at the Kindergarten level and 23.5:1 at the 1st-3rd grade levels. The site also offers the services of a reading specialist, school psychologist, two speech and language pathologists, counselor, and school nurse. Adaptive Physical Education and Occupational Therapy are among the services provided to students on an as needed basis as determined by the IEP team. All of our teachers are credentialed to work with students who are English Learners.

Among our 30 classified staff are: school secretary, office clerk, library clerk, technology clerk, health assistant, preschool teacher, two custodians, special education instructional aides, kindergarten instructional aides and noon duty aides.

School staff members are actively involved in school leadership roles that support and enhance the processes and operations of the school. These leadership roles include: school communications team, grade level treasurers, school site council members, parent teacher club representatives, and physical education liaisons. In addition, staff members have the opportunity to be involved in district leadership roles as well. These include, but are not limited to, district advisory committee members, budget advisory committee members, safety committee members, and technology, Challenge 21, GATE, EL, ELA, Social Studies, Math, and Science curriculum and instruction representatives.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Using multiple measures including but not limited to Datawise reports, each teacher at Oakhills School analyzes data to assess student progress and performance. The measures include: CSTs, BPSTs, adopted math and language arts publisher assessments, and EUSD Writing Prompts. Each teacher accesses prior year's assessments through Datawise. This data, as well as beginning of the year diagnostic assessments determine benchmarks in each area of study. This and ongoing data are used to target and drive instruction and intervention throughout the year based on state standards and individual academic needs.

The results for the CST data for Oakhills is detailed in "Appendix A - Academic Performance Index by Student Group.

DATA ANALYSIS

CST English-Language Arts

Second Grade

Advanced - 68%
Proficient - 21%
Basic - 11%
Below Basic - 0%
Far Below Basic - 0%

Third Grade

Advanced - 48%
Proficient - 30%
Basic - 18%
Below Basic - 3%
Far Below Basic - 2%

CST Mathematics

Second Grade

Advanced - 69%
Proficient - 25%
Basic - 6%
Below Basic - 0%
Far Below Basic - 0%

Third Grade

Advanced - 67%
Proficient - 26%
Basic - 2%
Below Basic - 4%
Far Below Basic - 1%

In looking at two year data trends in the areas of English Language Arts and Mathematics the following trends were identified:

Second Grade ELA

- showed a decrease in the number of students scoring "below basic" and "far below basic" in ELA (from 4% in 2011 to 0% in 2012)
- showed the same number of students scoring "basic" (11%)
- showed an increase in the number of students scoring "advanced" (from 57% in 2011 to 68% in 2012)
- In ELA, growth areas included reading comprehension and writing strategies

Third Grade ELA

- showed a slight increase in the number of students scoring "below basic" and "far below basic" (from 4% in 2011 to 5% in 2012)
- showed a slight increase in the number of students scoring "basic" (from 15% in 2011 to 18% in 2012)
- showed a slight decrease in the number of students scoring "proficient or advanced" (from 81% in 2011 to 78% in 2012)
- In ELA, growth areas included reading comprehension, written conventions, and writing strategies

Oakhills Elementary showed continued growth in API scores, going from a 2011 base score of 936 to a growth score of 949 in 2012. All subgroups maintained their API scores or showed a slight increase or decrease. Students with Disabilities showed a growth of 25 API points from 2011 to 2012, but continues to be an area of focus. Oakhills staff will continue to identify and implement strategies to monitor student success and to offer targeted and specific support systems to increase achievement.

Oakhills Elementary met 9 out of 9 AYP criteria based on the 2012 testing and reporting. The "Annual Measurable Objectives" for English Language Arts and Mathematics were both met with an 83.4% in ELA (target = 78.4) and a 93.7% in Mathematics (target = 79%). With the "Annual Measurable Objectives" moving to a target of 89.2% in ELA and 89.5% in Mathematics for the 2013 reporting period, Oakhills staff will continue to focus on identifying strategies to maintain continued growth of all students.

B. Surveys

Each year EUSD sends out an annual parent survey and staff survey. The data gathered from these surveys is reviewed at both the staff level and the School Site Council. Copies of the survey and the results are available in the office and are presented at School Site Council meetings, which are open to the public.

PARENT SURVEY: In summary, the parents of Oakhills Elementary expressed that their children feel a sense of belonging and enjoy going to school (95%). In addition, they noted that their children feel safe at school and during extracurricular activities on campus (95% and 81% respectively). Based upon parent feedback, their children feel respected at school (92%) and feel that the school staff is respectful of cultural, ethnic and gender differences (90%). Parents also expressed that they feel that school discipline is fair and consistent (77%).

STAFF SURVEY: In summary, the staff of Oakhills Elementary expressed that the school staff respects cultural, ethnic and gender differences (94%). In addition, they noted that students respect adults at school (95%) and that school discipline is fair and consistent (100%).

Areas of potential improvement include:

- Continue focus on school safety (playground/student, traffic, physical plant, public access, and school procedures and processes)
- Continue to develop communication processes within the school site and home to school communication
- Participation and feedback results provided by the staff and parent survey (identifying methods to increase participation)

C. Classroom Observations

Teachers are required to have formal and informal observations and evaluation process by school administration. Each teacher writes Ed Plan Goals and objectives at the beginning of each school year. This Plan is monitored throughout the school year by means of walk through observations, discussions, formal observations, and evaluating a cross section of student work (High Achiever, Average Achiever, and Below Grade Level Performing students). Goals adhere to California Teaching Standards as well as being reflective of and relevant to the District Vision and Pathways. Formal observations consist of holding pre-observation meetings with each teacher to be observed that year. After the observation a post observation is held with that teacher. During these meetings, goals, objectives, standards, curriculum, instructional strategies and delivery are discussed. Specifically differentiating curriculum and instruction is discussed to assess how the teacher is meeting the needs of all students. Targeted students are discussed as it relates to GATE, Below Basic and Far Below Basic achievement and intervention. All teachers are encouraged to call upon administration to substitute for them in order to provide time to complete peer observation of best practices

D. Student Work and School Documents

Student work samples are shared during PLC collaboration times. Teachers discuss student work samples and share best teaching practices among the grade level team members to ensure a rigorous and relevant curriculum is being implemented within each classroom. Student progress is monitored through common assessment data that is reported and collected tri-annually through our data reporting system (DataWise). Through PLC collaboration, teachers, support staff, and site administration analyze the assessment data to identify students who need additional assistance, intervention, and/or enrichment. Teachers also access the assessment data to form leveled reading groups and differentiated learning opportunities within the classroom.

V. Description of Barriers and Related School Goals

At Oakhills Elementary School, 89% of the students in second grade and 78% of the students in third grade scored Advanced or Proficient on the Content Standards Test (CST) in English-Language Arts. 94% of the second grade students and 93% of the students in the third grade scored Advanced or Proficient on the Content Standards Test (CST) for Mathematics. The Math scores for 2012 represent a 3% gain (2nd grade) and 1% gain (3rd grade) as compared to scores from the previous year. The ELA scores for 2012 represent a 4% gain (2nd grade) and a 3% decrease (3rd grade) as compared to scores from the previous year. Oakhills Elementary School staff and the SSC have analyzed the data and created goals to address the needs of students who are not meeting proficiency, specifically in the area of English-Language Arts.

In the Eureka Union School District, over 50% of the students earn a score of 90% or higher on at least one section of the nationally normed test given through the Standardized Testing and Reporting (STAR) program. The average student scores around the 80th percentile on this test. Because of the high level of performance, one challenge is to make clear that even with such high performance that there are still students who are not meeting standards and who need our assistance.

There is a need to review and revise our current model of intervention support (RTI) as a result of reduction of supplemental services. Through PLC opportunities, the Oakhills staff will need to identify and implement a model of intervention that provides targeted and specific support to all our students (in the form of intervention and enrichment) in order to maintain sustainable growth and academic achievement.

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<p>SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) 21st Century Skills</p> <p>Eureka Union School District has adopted a Vision and Pathways that promotes the development of individual student responsibility as a part of a global learning community, through the implementation of strategies and practices which address 21st Century skills and the district adopted Challenge 21 standards. The focus is not only on rigorous and relevant academic instruction but also on life and character skills, communication and collaboration skills, critical thinking and problem solving skills, information and technology skills, and creativity and innovation skills.</p> <p>Goal: Challenge 21 student proficiencies on standardized rubrics will demonstrate an increase of 2% of students scoring proficient as compared to the Spring 2013 data</p>	
<p>What data did you use to form this goal (findings from data analysis)? Teachers have implemented standardized rubrics to assess the proficiency of students on grade level Challenge 21 units of study. Assessment results will be evaluated in Spring of 2013 to determine the baseline.</p>	<p>How does this goal align to your Local Educational Agency Plan goals? EUSD continues to work towards implementing Challenge 21 Standards and Skills, with a district goal connected to increase student proficiency by 2%, as demonstrated on student rubric data.</p>
<p>What did the analysis of the data reveal that led you to this goal? The Challenge Units have been implemented for several years, and standardized rubrics have been developed and implemented. As a form of progress monitoring, it is important to analyze the data provided in order to ensure that students are mastering 21st Century skills. In addition, the data provided by rubrics will help to further guide instruction, development, and refinement of Challenge 21 units to ensure a high level of rigor and relevance is maintained.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Teachers, Administration, SSC, Parents</p>
<p>Who are the focus students and what is the expected growth? Kindergarten through third grade students who are working towards CA standards</p>	<p>What data will be collected to measure student achievement? Challenge Unit Rubrics as reported through Datawise and Student Work Samples</p>
<p>What process will you use to monitor and evaluate the data? Challenge unit rubrics will be reviewed and data will be taken on student work</p>	<p>Actions to improve achievement to exit program improvement (if applicable). Not applicable</p>

SCHOOL GOAL #1			
Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation
Meet in grade level PLC teams to reflect upon, review, and revise Challenge Units to ensure that they are aligned to California State Standards and California Common Core State Standards, provide differentiated learning opportunities, and high DOK	September 2013-October 2013	No supplemental funding required	Review of Updated Challenge Unit templates
Meet as site grade level PLC teams to incorporate Challenge 21 Units into Ed-plans	October 2013	No supplemental funding required	Completed Staff Ed-Plans
Implement refined unit with students. Use PLC opportunities to share best teaching practices, student progress, and added refinements during implementation phase	During unit and at completion of unit	No supplemental funding required	PLC meeting notes
Assess unit rubrics and provide feedback to students	Completion of Challenge Unit	No supplemental funding required	Teacher feedback and student products
Communicate Challenge 21 Standards and progress on Challenge Units to parent community	November 2013, March 2014, and June 2014	No supplemental funding required	Review of Coyote Tracks (school newsletter), teacher newsletters, emails, websites, other teacher communications
Complete data related to student proficiency	May 2013	No supplemental funding required	Class Rubric Data Sheet
Meet as grade level PLC to analyze student data or long term planning and refinement of Challenge 21 Units for the 2014-15 school year	May 2013	No supplemental funding required	PLC Meeting notes

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) English-Language Arts</p> <p>The Eureka Union School District promotes a relevant and challenging curriculum through a strong academic foundation focused on the California State Standards and the transition to the California Common Core State Standards. A rigorous and relevant curriculum is established through meaningful and authentic learning opportunities and through support and enrichment opportunities that are provided to meet the individual needs of all students.</p> <p>District Goal: Data will demonstrate that the percentage of all students scoring Proficient or Advanced on the California Standards Tests in English Language Arts and Mathematics will increase by 2% as compared to the Spring, 2013 scores.</p> <p>Goal: Data will demonstrate that all students scoring proficient or advanced on the California Standards Tests in English-Language Arts will increase by 2% as compared to the Spring, 2013 scores. Although Oakhills does not have a significant EL subgroup student population (as measured on the CST), student progress will be monitored by teachers throughout the year.</p> <p>Baseline: 2012 CST data: 2nd Grade = 89%, 3rd grade = 78%</p>	
<p>What data did you use to form this goal (findings from data analysis)? 2012 CST data: 2nd Grade = 89%, 3rd Grade = 78%</p>	<p>How does this goal align to your Local Educational Agency Plan goals? The district has adopted the following goal: Increase by 2 percentage points the number of students who are Proficient or Advanced on the California Standards Tests for English Language Arts.</p>
<p>What did the analysis of the data reveal that led you to this goal? A review of the previous year's assessment data (2012) from the California Standards Test reflected a gain of 4% at second grade, but a decline of 3% at third grade. In addition, a review of 5 year trends showed that the percentage of students in each proficiency level was not changing significantly at the third grade level. The percentage of basic students across both grade levels has remained fairly consistent over the 5 year trends. Finally, with the "Annual Measurable Objectives" moving to 89.2% proficient in ELA for the 2013 scores and 100% for the 2014 scores, Oakhills staff identified a need in the area of ELA.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Teachers, Administration, SSC, Parents</p>
<p>Who are the focus students and what is the expected growth? Second and third grade students who are working towards CA standards.</p>	<p>What data will be collected to measure student achievement? Assessment Data will also be collected at the beginning of the school year and at the end of each trimester 2013-2014 CST results</p>
<p>What process will you use to monitor and evaluate the data? Staff will review common formative and summative assessment data throughout the year to monitor student progress. In addition, CST results will be reviewed.</p>	<p>Actions to improve achievement to exit program improvement (if applicable). Not applicable</p>

SCHOOL GOAL #2			
Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation
Disaggregate and analyze CST ELA data (proficiency levels, subgroups, cluster data) at staff meetings, PLC meetings, and SSC meetings	August 2013-October 2013	No supplemental funding required	<ul style="list-style-type: none"> • CST Assessment data • DataWise Reports
Discuss and formulate Grade Level Ed-Plans with specific focus on increasing percent Proficient and Advanced in the area of ELA (with specific focus on reading comprehension, written conventions, and writing strategies)	September 2013-October 2013 (ongoing throughout the year)	No supplemental funding required	<ul style="list-style-type: none"> • Completed Teacher Ed-Plans • Scheduled Ed-Plan Meetings
Develop and implement Common Formative Assessments to be used within PLC meetings to discuss individual student needs and to guide classroom instruction (differentiated learning opportunities and leveled reading groups)	August 2013-June 2014	No supplemental funding required	<ul style="list-style-type: none"> • Grade level common formative assessments • Datawise (SBA question bank) developed formative assessments • PLC agendas/minutes
Continue to refine and implement best teaching practices within the core classroom (Tier 1 of RTI), through EDI strategies and through PLC collaboration	August 2013-June 2014	No supplemental funding required	<ul style="list-style-type: none"> • Informal observations (EDI focus) • PLC agendas/minutes • Staff Meeting agendas/minutes
Teachers will formally assess each student at the beginning of the year and at the end of each trimester. Teachers, along with administration and support staff will analyze assessment results to guide instruction and to discuss intervention/enrichment supports based upon student needs	August 2013, November 2013, March 2014, and June 2014	No supplemental funding required	<ul style="list-style-type: none"> • Assessment Results • DataWise reports
Develop a plan for implementation of a master schedule that allows for all staff to offer intervention/extension/enrichment opportunities based upon formative assessment data and on trimester summative assessment data (Tier II)	September 2013	No supplemental funding required	-master scheduled reflective of intervention/enrichment support
Research and review the benefits of computer based programs to promote the development of ELA skills. Specifically explore the option of Accelerated Reader program for additional source of assessment data.	June 2013-December 2013	No supplemental funding required	<ul style="list-style-type: none"> • Estimates of programs • ELT minutes • Program presentations
Format PLC collaboration times and staff meetings to allow for specific dialogue on student progress monitoring, instructional strategies, differentiation, leveled reading groups	August 2013-June 2014	No supplemental funding required	<ul style="list-style-type: none"> • meeting formats • notes templates • agendas/minutes
Provide staff training and professional development opportunities in differentiation, PLC, RTI, and/or ELA and the Common Core	August 2013-June 2014	Funding sources: NCLB Title II, PTC, or Eureka Schools Foundation	<ul style="list-style-type: none"> • attendance at trainings • teacher presentations at staff meetings

VI. Planned Improvements in Student Performance (continued)

<p>SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs) Safety</p> <p>The Eureka Union School District supports and encourages the attainment of the EUSD vision through application of available resources. In relation to this, facilities will be allocated and used with flexibility, sustainability, and safety in mind.</p> <p>District Goal: Student support services will be designed to provide intervention, as appropriate, including the support of our School Resource Officer and other partner agencies. Student, parent, and community training opportunities will be made available regarding safety, including bullying and cyber bullying. Comprehensive School Safety Plans will be annually reviewed, updated and approved by School Site Councils and the Board.</p> <p>Goal: Oakhills Elementary will continue to foster a positive and safe school climate for all students, staff, and community members.</p>	
<p>What data did you use to form this goal (findings from data analysis)? Staff and Parent Surveys, Feedback and Input from staff and parents (through staff meetings, School Site Council Meetings, parent meetings, parent forums)</p>	<p>How does this goal align to your Local Educational Agency Plan goals? The district has adopted the following goal and priority: The Board places a high priority upon the ongoing safety, health, and wellness of our students, staff, and the entire district community and supports the authority of staff to ensure safety for all. Physical environments will provide security against intrusion, with strict adherence to established safety provisions and plans. A specific focus upon each site's attention to regular training and practice of the components of the Comprehensive School Safety Plan is essential. Proactive prevention in both "on-site" and "virtual" settings is a key priority. Student social, emotional, mental and physical safety, wellness and health, and resiliency skills are priorities.</p>
<p>What did the analysis of the data reveal that led you to this goal? Through parent/staff surveys and through other opportunities for staff, parent, and community input and feedback it is noted that continued focus on school safety and aspects of school safety are potential areas of improvement.</p>	<p>Which stakeholders were involved in analyzing data and developing this goal? Staff, administration, parents, community stakeholders</p>
<p>Who are the focus students and what is the expected growth? Kindergarten through third grade students</p>	<p>What data will be collected to measure student achievement? Revision, refinement and implementation of school processes and procedures to increase safety on school grounds, parent communication of school safety measures and procedures through school newsletter, school website, school messenger parent notification system, community events, survey results. Parent/Staff survey results and community input will also be gathered to measure achievement of the goal.</p>
<p>What process will you use to monitor and evaluate the data? Results from end of year surveys, feedback from staff, parents and community at events and meetings, updated school policies, processes, and procedures, collection of parent communication documents.</p>	<p>Actions to improve achievement to exit program improvement (if applicable).</p>

SCHOOL GOAL #3			
Strategies/Actions to Implement this Goal	Start Date Completion Date	Each Funding Source and Amount	Process for Evaluation
Re-stock, re-post evacuation packs and maps in every room at Oakhills.	August 2013	No supplemental funding required	Physical location of evacuation packs and maps
Meet with safety committee chairperson, nurse, and District Office personnel to establish a process and timeline for the formation of crisis response kits within each classroom.	August 2013	No supplemental funding required	Placement of crisis response kits in each classroom
Practice and review emergency drills (fire, earthquake, and lockdown) on a monthly basis with input and feedback from emergency response members (fire, sheriff)	August 2013-June 2014	No supplemental funding required	Evacuation logs and feedback notes
Review, analyze and implement a computerized check in/check out system for parents and volunteers on campus	September 2013	PTC Block Grant	Installation of computerized check in system
Meet with traffic committee and traffic study team to develop, implement, review and revise a plan of action to alleviate traffic congestion on Twin Schools Road and Elmhurst.	September-October 2013	No supplemental funding required	Revised traffic plan
Schedule community forums with PTC to discuss safety, traffic, and/or any other topics related to school climate and safety	December 2013	No supplemental funding required	Agendas/Flyers from meetings
Through PLC collaboration, SSC, PTC, and staff meetings, identify, review, and revise school process and routines that may pose safety concerns.	August 2013-June 2014	PTC Funds	Updated school processes and routines
Increase community awareness of school safety procedures/processes via newsletter, school messenger communications, daily morning announcements, school safety placards, and community forums.	August 2013-June 2014	No supplemental funding required	Supporting documentation
Collaborate with the District Safety Committee to monitor and update physical plant safety, to ensure safety policies and protocols are current, and to implement necessary changes. Collaborate with the District Health and Wellness Committee to promote and support the health and wellness of Oakhills students.	August 2013-June 2014	No supplemental funding required	Safety Committee Meetings Health and Wellness Meetings
Re-establish a "coyote tracker" program to facilitate student safety through positive recognition	September 2013	Unrestricted general fund	Volunteer lists

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	221	208	205	177	164	160	4	8	5	20	27	22
Growth API	933	936	949	941	930	945	NNS	NNS	NNS	NNS	NSR	NSR
Base API	922	933	936	936	941	929	NNS	NNS	NNS	NNS	NSR	NSR
Target	A	A	A	A	A	A	NA	NA	NA	NA	NA	NA
Growth	11	3	13	5	-11	16	NA	NA	NA	NA	NA	NA
Met Target	Yes	Yes	Yes	Yes	Yes	Yes	NA	NA	NA	NA	NA	NA

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	7	8	12	6	7	8	8	10	8	25	19	20
Growth API	NNS	NNS	NNR	NNS	NNS	NNS	NNS	NNS	NNS	NSR	NSR	NSR
Base API	NNS	NNS	NNR	NNS	NNS	NNS	NNS	NNS	NNS	NSR	NSR	NSR
Target	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Growth	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Met Target	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

NNS = Not numerically significant
 NSR = Not statistically relevant
 NA = Not available

Appendix A - School and Student Performance Data (continued)

Table 2 - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	83	81	99
Percent with Prior Year Data	100%	98.8%	100%
Number in Cohort	83	80	99
Number Met	61	49	73
Percent Met	73.5	61.3	73.7%
NCLB Target	53.1	54.6	56.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	82	17	86	16	96	25
Number Met	38	*	33	*	48	*
Percent Met	46.3	*	38.4	*	50%	*
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	Yes	*	Yes	*	Yes	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	99	99	100	100	100	84	100	100	100
Number At or Above Proficient	177	173	171	144	133	131	NA	NA	NA	18	27	21
Percent At or Above Proficient	80.5	83.6	83.4	81.8	81.6	81.9	NA	NA	NS	90.0	100.0	95.5
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	NA	NA	NA	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	97	95	100
Number At or Above Proficient	NA	NA	9	NA	NA	NA	NA	NA	NA	14	13	12
Percent At or Above Proficient	NA	NA	75.0	NA	NA	NA	NA	NA	NA	58.3	72.2	60.0
ES/MS	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4	56.8	67.6	78.4
Met AYP Criteria	NA	NA	No	NA	NA	NA	NA	NA	NA	Yes	Yes	No

NA = Not available

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	99	100	100	100	100	84	100	100	100
Number At or Above Proficient	206	187	192	168	145	150	NA	NA	NA	20	27	22
Percent At or Above Proficient	93.6	89.9	93.7	95.5	88.4	93.8	NA	NA	NA	100.0	100.0	100.0
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	NA	NA	NA	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	100	100	100	100	100	100	100	100	97	100	100
Number At or Above Proficient	NA	NA	10	NA	NA	NA	NA	NA	NA	19	14	15
Percent At or Above Proficient	NA	NA	83.3	NA	NA	NA	NA	NA	NA	79.2	73.7	75.0
ES/MS	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0	58.0	68.5	79.0
Met AYP Criteria	NA	NA	Yes	NA	NA	NA	NA	NA	NA	Yes	Yes	No

NA = Not available

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K	*****	***										*****
1	*****	***	*****	***								*****
2	*****	***										*****
3	2	33	3	50	1	17						6
Total	6	50	5	42	1	8						12

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Students are administered the state sanctioned STAR assessment annually. Data from the STAR assessment is loaded into the district's student performance data information system, Datawise.

District-wide, teachers have created standards-based assessments that are administered commonly at all sites and grade levels. Students are administered these district assessments in Language Arts and mathematics four times during the academic year. Data from many of the district assessments is loaded into the district's Student Performance Data Information System. Student performance data is disaggregated allowing staff to monitor progress of students in specific programs.

Teachers develop common formative assessments [teacher generated, adopted curriculum assessments, and/or Datawise and Smarter Balanced test lets (3rd grade)] to monitor student progress and to guide teaching practices.

Teachers meet weekly during designated collaboration time to review student performance (based upon assessment data) and develop instructional plans and student groupings based upon current data from assessments.

Teachers use a "Response to Intervention" model, identifying students who need greater degrees of support and prescribing the support offered to those students.

Interventions employed address the needs of students achieving "advanced," "proficient," and "basic" in the general education setting. Students performing "below basic" and "far below basic" may receive supplemental support and differentiated instructional programs.

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

Teachers use assessments from publishers of adopted curriculum as pre- and post-tests to measure student growth toward specific standards-based objectives.

Teachers use personally developed assessments, grade level common assessments, and continual observation to monitor student growth toward specific standards-based objectives.

Teachers meet weekly to review student performance and develop instructional plans and student groupings based upon current data from classroom-based assessments.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

All general education and special education staff are "highly qualified" based upon federal guidelines.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

The Site Principal is engaged in on-going training consistent with AB 75. The site principal attends monthly administrative professional learning team meetings focusing on curriculum and assessment practices, and professional reading consistent with the District's goals.

State Adopted Materials: When curricular material adoptions are finalized, teachers initially receive publisher-based training on the use of said materials. Training includes orientation to new materials, alignment of materials with State standards, identification of supplemental materials provided by the publisher to address the specific needs of students performing "advanced" and those performing "basic" or below.

Teachers are provided subsequent training throughout the first two years of an adoption to refine use of publisher-provided materials.

State budget restrictions have postponed the typical adoption cycle. Publisher provided support for current adoptions has been suspended due to the current fiscal crisis, but as teacher use of current materials grows, need for support from publishers diminishes.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

All certificated staff are fully credentialed.

When available, training that addresses adopted, curriculum-specific needs is offered through the neighboring Sacramento County Office of Education and through an independent group known as Reading Lions. Staff members may take advantage of AB 466 training (when available) through these sources, however, it is often difficult for staff to attend training in a timely manner due to travel distances. Therefore, teachers receive supplemental training in the use of adopted curricular materials as described above.

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

Teachers serve on district-level curriculum strand teams. A district curriculum strand team may have multiple representatives from Oakhills School. Curriculum strand team members develop enhanced expertise in a specific subject discipline and serve as district-level planners for curriculum to establish broad district goals and specific training within the content area. The district curriculum strand teams also review instructional materials for district-wide adoptions. (See item 7, below)

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

Each teacher serves on a district-level curriculum strand team. A district curriculum strand team may have multiple representatives from Oakhills School. Curriculum strand team members develop enhanced expertise in a specific subject discipline and serve as:

- a) subject-level experts within the school;
- b) conduits to district informing the curriculum strand team of site specific student performance data;
- c) district-level planners for curriculum to establish broad district goals and specific training within the content area; and
- d) the textbook adoption team for a specific curricular discipline.

8. Teacher collaboration by grade level (EPC)

Teacher collaboration time is established by the District. Teachers collaborate on a regular basis (Monday afternoons). Collaboration norms have been established ensuring that the use of collaboration time is driven by student performance data, and related topics. Collaboration time provides an opportunity for teachers to examine student data, compare effective practices, identify areas of need, and address those areas of need through site level or district-assisted actions. Collaboration time is also used for the development of 21st Century learning units.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

All curricular materials are chosen from the state adopted list of options. To the extent that these materials are aligned with state standards, a base line of standard-aligned instruction is established. Regular review of interim assessment data and annual review of CST data prompts continual review of instructional practices that support standards proficiency by all students.

CURRICULUM AND INSTRUCTION

The staff at Oakhills School provides a rigorous academic program for all students. The Eureka Union School District has adopted the State Standards for all academic areas including Language Arts, Math, Social Studies, and Science. The Oakhills staff offers instruction in other areas of the curriculum as well, including, the Visual and Performing Arts, physical education and technology.

Our students have a high level of achievement and a high proficiency rate on the STAR. Oakhills School's 2011-12 API score is 949 . Our students are provided additional supports when needed through our Student Study Team, 504 Plan services, and Learning Center/Special Education services. Oakhills School houses for all K-3 SDC students and the district's Early Childhood Program, which provides special education services for students three to until five years old through DIS speech therapy, occupational therapy, and a Preschool Program.

All students are included in the regular education classrooms and are held to high academic and behavior standards. Through our Professional Learning Communities and through our Response to Intervention, teachers collaborate weekly on unit development, best teaching practices, and analyze student assessment results to identify intervention supports based upon student needs. Within the classrooms, we serve our students in small groups through a differentiated curriculum and instruction. In addition, more intense levels of intervention are available to students through our pull out reading intervention support program, which provides students with a small group setting and a targeted and specific focus based upon student need.

In order to help prepare students for 21st Century learning, the Eureka Union School District has developed a dynamic vision for the future of our district and community. The visioning process has helped us to refocus on the importance of preparing our students to be successful in the 21st century. This means that in addition to teaching the California Content Standards, we also need to help our students to become lifelong learners who are skilled at collaboration, communication, and critical thinking. These skills include the following: Life and Character Skills: Initiative, Goal Setting, Planning, Flexibility, Leadership, Responsibility, Cross-cultural Skills. Communication and Collaboration Skills: Writing, Presenting, Questioning, Teamwork. Critical Thinking and Problem Solving Skills: Identify Problems, Evaluate Options, Justify Arguments, Synthesize Information. Information, Media, and Technology Skills: Research, Analyze, Organize, Evaluate, Use Resources Effectively. Creativity and Innovation Skills: Imagine, Brainstorm, Design, Create, Invent. Students in Eureka Union School District classrooms are exposed to content on a deep level and are provided meaningful opportunities to apply knowledge and skills.

In order to engage students in 21st Century learning, our classrooms are equipped with the very latest in educational technology. General education classrooms have a Promethean Board, document camera, voice enhancement system, and N Stations (student computer stations in classrooms), all of which are used in daily instruction. This technology helps accelerate our progress toward the vision by meeting throughout the year by identifying 21st Century learning skills and common language and developing new Challenge Units of instruction to incorporate standards and 21st Century skills. The state frameworks and standards coupled with 21st Century technology and project based learning are the basis for instruction. Oakhills teachers are working with their district colleagues by attending district professional development opportunities throughout the school year.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

The length of the school day and the number of recommended minutes of instruction within each curricular area do not always align. 150 minutes of language arts instruction plus 90 minutes of mathematics instruction does not allow for enough time to cover all of the necessary curricular material. Therefore, Oakhills School mindfully integrates language and math skills instruction into other content areas. The current hands-on science materials afford observable opportunities for mathematics skills to be reinforced and practiced. Reading Comprehension, particularly with expository text, is highly practiced in Social Science and Science. It is not the case that students receive all of the recommended number of minutes of mathematics or language arts instruction during mathematics or language arts time blocks. Students do, however, receive ample practice in skills development across the curriculum, throughout the day.

11. Lesson pacing schedule (EPC)

Grade level pacing schedules frame the content to which students are exposed during a given period of instruction. Assessments are in place to measure student success toward achieving proficiency as limited by the pacing schedule. Curriculum strand teams review district-established curriculum assessments and pacing schedules.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

Standards-based instructional materials are available to all students. Supplemental materials employed to support students performing "basic" and below are aligned with California Content Standards and are selected from state-sanctioned lists.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Supplemental materials employed to support students performing "basic" and below are aligned with California Content Standards and are selected from state-sanctioned lists.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

English Language Learners

The ELL (English Language Learner) Program serves students who are Non-English Speakers (NES) or Limited-English Speakers (LES) by providing services to help students succeed in the core curriculum. Students are identified at enrollment through a Home Language Survey. Identified students are given an assessment by a district coordinator who monitors services and coordinates with the classroom teacher. Parents are notified of the results of all assessments. Identified students are provided with additional assistance in literacy through participation in differentiated instructional programs. An intervention block will also be offered during the school day to identified students. Most teachers have certification to teach English learners and all ELL students are placed in classrooms with ELD certified teachers.

Oakhills School employs a Response to Intervention model that is best illustrated by a pyramid. The base of the pyramid illustrates that around 90% of students perform at the Advanced, Proficient or Basic levels on established district standards-based assessments and the California Content Standards Test. Students performing "Below Basic" and "Far Below Basic" may receive supplemental support through various resources. The General Education teacher is primarily responsible for the educational program for every student regardless of that student's placement.

Level II Rtl support is offered to qualifying students. Differentiated instructional programs are provided using both "push in" and "pull out" models. Staff members will provide supplemental services with specialized technological programs and instruction based upon individual student needs as determined through data analysis. EIA/LEP/ Title III funds will be utilized for materials such as Rosetta Stone to provide support to our EL population.

Level III Rtl support is offered to students for whom an Individualized Education Plan (IEP) is written. These students may receive instruction in the "Level II Rtl" as outlined above, or may receive intensive intervention from the Resource Specialist Teacher who holds a "mild to moderate" or "moderate to severe" certification for teaching students with disabilities. The instructional program for this student is defined in the IEP. Goals established in the IEP are met through the efforts of the classroom teacher, the resource specialist teacher and other available certificated and classified personnel.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Oakhills School uses basal texts sanctioned by the California State Board of Education. It is assumed these materials are developed through extensive research on the part of publisher/author teams.

Teachers are provided staff development in practices that align with current research. A current district focus is "Developing Learners for the 21st Century." Examples of researchers whose practices are employed include Stiggins, Marzano, DuFour, and Reeves. Examples of authors whose works have been read by staff include Marzano, DuFour, Reeves, Gardner, Waters, and Wagner.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

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

Students receive an individualized instructional program with coordinated resources to ensure that they acquire the knowledge, understanding and skills of the core curriculum.

Currently the Special Education Program at Oakhills Elementary School utilizes the following information:

- District Adopted curriculum
- Special education curriculum alignment with the core curriculum
- 504 Plan guidelines
- Teacher observations
- Parental input.

This information is utilized to support student needs including:

- Support services that assist them in succeeding in the regular classroom
- A coordinated program based on ongoing communication among staff
- An enriched curriculum with exposure to higher level thinking skills

Program objectives include, but are not limited to:

1. Students who do not qualify for special education services but demonstrate a need for assistance may be helped through other resources. Services may include classroom modifications, homework support, and/or a 504 Accommodation Plan. Students will be identified through the Student Study Team Process.

2. Students receiving services from specialists will demonstrate improved skills as stated at their annual review of the IEP. Non-eligible students will demonstrate improved skills as determined by teachers and specialists.

Community Resources:

- Eureka Schools Foundation (ESF): provides district/site financial support for the enhancement of enrichment programs (library, technology, spanish, choir, band, etc.)
- Parent Teachers Club (PTS): provides financial support for events/activities that enhance Oakhills' school climate
-

19. Strategies to increase parental involvement (Title I SWP)

At Oakhills School parents are active partners in the education of their child(ren). We value parent input, participation, collaboration and insight, and are pleased to have involved and positive parental support.

Parents are informed of school goals, programs, policies, guidelines and special events on an ongoing and regular basis. They are actively involved in the planning, implementation, and evaluation of all school programs and activities. They are considered strong participants as part of the educational team.

Specific parental involvement activities have included but not been limited to assistance with performing arts events, art and science docents, volunteering in the computer lab, Dad's Club, Coyote Trackers program, tutoring in classroom academic programs, chaperoning field trips, assisting with clerical tasks, and organizing classroom parties. Parents also volunteer in site activities and events including Author Day, Book Fair, Field Day, various classroom and grade level events, and special activity days.

Parents are strongly encouraged to attend school events including Parent-Teacher conferences, Back to School Night, Open House, and grade level events and performances.

Parent communication is an integral component to the success of Oakhills Elementary. Communication is maintained through the school website, monthly school newsletters, the school marquee, regular home to school communication (phone, e-mail, weekly Wednesday folders), teacher websites, teacher newsletters, PTC newsletters and e-mail blasts, parent-teacher conferences, progress reports, report cards, SST meetings, 504 meetings, IEP meetings, and At-Risk-of Retention forms and meetings.

Academic progress is communicated through report card and progress reports, and special notes offering support for students.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

PARENTAL INVOLVEMENT & COMMUNITY SUPPORT

Parents play an important role in providing community support and participation to promote the continued success of our school. Through involvement in the School Site Council, Oakhills/Ridgeview School Parent-Teacher Club, district committees, various annual events and activities, and regular volunteering of their services in classrooms, parents are an active and integral part of our school community. As classroom volunteers, parents serve as art docents, science docents and assist teachers in language arts, mathematics, and computers.

PARENTAL GROUPS/ORGANIZATIONS

Site Council – Oakhills School maintains a School Site Council consistent with requirements established in statute. The SSC consists of six parent members, four certificated members, a classified member and the site administrator. Members are selected/elected consistent with established state and federal regulation. The SSC reviews student performance data and parent survey responses. The Council is provided research on current practices in education and is afforded opportunity for on-going training. From this base of information, the SSC monitors the progress of the general student population and the progress of specific significant student subgroups. Using data from combined sources, the Council contributes to the composition of this plan.

Oakhills School lacks the necessary student numbers to establish a site level English Language Learner Committee, the District assumes functions of the EL committee. School Site Council's annual evaluation of data and programs includes an analysis of English Learner data and needs.

Parent Teacher Club (PTC) - Oakhills School enjoys an active PTC. The PTC functions as an auxiliary organization, serves as a funding source for school activities, student materials and as an additional source for feedback and input on student program support and concerns. As state funding sources have been subsumed to support general fund expenditures, the PTC has been called upon to supplement resources that may no longer be available.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Oakhills School receives funding through NCLB Title II for high-quality, sustained staff development. Additionally, EIA/LEP and NCLB Title III, English Learner funds are used to supplement the regular program for English Learners.

22. Fiscal support (EPC)

The primary funding source for student instructional service is the local district. The Eureka Union School District provides financial resource to ensure that all students are offered a standards-based instructional program staff with highly-qualified teachers holding appropriate credentials.

District funding has traditionally been supplemented by four additional sources:

- 1) voluntary contributions from the public funneled through the Oakhills School Parent Teacher Club or the Eureka Schools Foundation;
- 2) grants from local, regional, private or commercial foundations;
- 3) state categorical - Economic Impact Aid/LEP
- 4) federal categorical sources including Title II for staff development and Title III for English Learners (as a part of a local consortium).

Appendix C - Programs Included in this Plan

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 checked="" type="checkbox"/>	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$6,000
<input checked="" type="checkbox"/>	List and Describe Other State or Local funds (e.g., Gifted and Talented Education): Class Size Reduction	\$353,787
Total amount of state categorical funds allocated to this school		\$359,787

Federal Programs under No Child Left Behind (NCLB)		Allocation
<input checked="" type="checkbox"/>	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$6,378
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$1,441
<input checked="" type="checkbox"/>	Other Federal Funds (list and describe* McKinney-Vento Homeless Program - administered at district level.	\$1,000
Total amount of federal categorical funds allocated to this school		\$8,819

Total amount of state and federal categorical funds allocated to this school		\$368,606
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* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D - 2012-13 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	0	178,353	10,088	0
Carryover	0	92,718	0	0
Indirect Costs	0	21,285	198	0
Direct Costs	0	13,916	0	0
Transfer to General Fund	0	0	0	0
NCLB	0	0	0	0
Intervention Programs	0	5,021	0	0
Less Testing Team	0	0	0	0
Plus Parent Involvement	0	0	0	0
Schools Allocation	0	230,849	9,890	0

2012-13 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP Amount	Title V Amount
1302	Director of Special Programs: Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data	0	3,329	0	0
1912	Curriculum Specialist: Provides support/staff development/modeling for new teachers, resource teachers.	0	0	0	0
2422	Secretarial: Processes and maintains records, originates purchase orders, provides clerical support	0	0	0	0
2442	Technician: Provides network support for language arts intervention programs	0	0	0	0
2452	Program Analyst: Processes purchase orders and personnel requisitions, provides financial informational support	0	0	0	0
2432	Warehouse Assistant: Assists in district-wide book vendor fair, processes and orders library materials.	0	0	0	0
2932	Community Liaison: Acts as liaison and translator for the Vietnamese community and the school sites.	0	0	0	0
3000	Employee Benefits: Certificate and classified benefits	0	0	0	0
4000	Supplies: Programming curriculum materials, office supplies, computer software	0	0	0	0
5000	Conferences, Mileage: Reimbursement for professional development, program in-services/conferences, mileage, printing	0	10,587	0	0
	TOTALS	0	13,916	0	0

Appendix E - Home/School Compact

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

Student Pledge:

I know school is important to me. It helps me to learn and grow. I understand that my parents(s) and teacher(s) want to help me do my very best in school. I am responsible for my own success and I must work hard to do well. I agree:

- I will show caring, respect, and responsibility every day.
- I will follow directions.
- I will follow classroom directions.
- I will complete my class work and homework, and turn in my assignments on time.
- I will do my part to be ready and at school on time every day unless I am sick.
- I will return corrected work and important notes to my parent(s).

Parents Pledge:

I realize that my child's school years are very important and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I will agree to carry out the following responsibilities to the best of my ability:

- I will see to it that my child arrives at school on time every day.
- I will provide a quiet place for my child to study every night.
- I will encourage my child to complete his/her homework every day.
- I will make sure my child gets a good night's sleep.
- I will spend at least 20 minutes per day reading with my child.
- I will communicate with my child's teacher if I have questions or concerns.

Staff Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will provide a positive learning environment.
- I will be aware of the individual needs of your child.
- I will provide a variety of material to meet individual needs.
- I will communicate regularly regarding your child's progress.
- I will teach all the necessary concepts to your child before homework is assigned.

Appendix F - School Site Council Membership: Oakhills Elementary School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kevin Roche	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Adamson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mette Nagel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hilary Hughes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cary Feist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Coultas	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Alec Atkin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rhiannon Safford	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kristen Scifres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Scott McGuckin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heidi Maier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer Ray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	4	1	6	0

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.