

# **Blue Oak Elementary School Single Plan for Student Achievement Table of Contents**

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## Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
4. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the school site council at a public meeting on: November 3, 2009.

Attested:

Sally Traub  
Typed name of school principal

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

\_\_\_\_\_  
Date

Laura Schwartz  
Typed name of SSC chairperson

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

\_\_\_\_\_  
Date

## Site Council Membership

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

| Names of Members                           | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|--|-----------|-------------------|--------------------|----------------------------|-------------------|
| Sally Traub                                | X         |                   |                    |                            |                   |
| Paul Stewart (Assistant Principal)         |           |                   |                    |                            |                   |
| Linda Nelson                               |           |                   | X                  |                            |                   |
| Kay Brawley                                |           | X                 |                    |                            |                   |
| Madeline Green                             |           | X                 |                    |                            |                   |
| Jinny Klein                                |           | X                 |                    |                            |                   |
| Lois Deatherage                            |           |                   | X                  |                            |                   |
| Lisa Cook                                  |           |                   |                    | X                          |                   |
| Susan Countryman                           |           |                   |                    | X                          |                   |
| Sean Rogan                                 |           |                   |                    | X                          |                   |
| Laura Schwartz                             |           |                   |                    | X                          |                   |
| Karen Rounsley                             |           |                   |                    | X                          |                   |
| Kimberly Stewart                           |           |                   |                    | X                          |                   |
| <b>Numbers of members of each category</b> | 1         | 3                 | 2                  | 6                          |                   |

## Section 1

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### General School and District Information

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#### A. School Vision and Mission

##### BLUE OAK ELEMENTARY SCHOOL MISSION STATEMENT

For each of us, learning is a personal adventure. We respect the right of each child to discover...to create...to take risks and to succeed...to enjoy being where he/she is, and be eager to move on.

We believe in the dynamic process of students, staff, parents, and community working together to celebrate the achievement of their potential.

We are all pioneers on the educational frontier.

Together We Will Build Our Future

#### BLUE OAK SCHOOL VISION

Our vision for Blue Oak is to create a center for a community of lifelong learners where cooperation, compassion, and celebration of diversity are encouraged.

## **B. School Profile**

Blue Oak School is a single track kindergarten through fifth grade elementary school located in Cameron Park, twenty miles east of Sacramento in the Sierra foothills. Our beautiful ten-acre campus creates a positive learning environment for children with its buildings situated among open green spaces and many stately Blue Oak trees. Built in 1988, Blue Oak has consistently taken a leadership role within the Buckeye Union School District and the El Dorado County education community. Cameron Park, a community in transition, is experiencing 349% student growth since it opened in 1988 with 250 students. Inclusion of all students is a high priority for us. Special Education students are mainstreamed to receive a balanced curriculum in the least restrictive environment. Both staff and parents pay close attention to subtle changes in our students that may indicate a need for additional support and assistance. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. We have taken specific action to implement the California State Content Standards for each grade level through the development of a comprehensive standards based report card that holds both students and teachers accountable for specific academic achievements.

“The Buckeye Union School District values, encourages, and provides opportunities for the involvement of staff, parents, and the community in school and District decision-making activities.” As such, the District moved forward in preparing the Montessori Charter petition to respond to identified expressed needs from parents and students within the District. The Montessori Charter School is housed at, and included within, the Blue Oak Elementary School site. The program began in the 2004-2005 school year by serving Kindergarten students. Grade levels have been added each year and we currently serve students through 3<sup>rd</sup> grade. The Charter Montessori School follows the instructional methodologies, standards, and educational direction established within the Buckeye Union elementary District respecting the Montessori philosophy and utilizing Montessori materials and learning strategies. In addition, the Charter Montessori School /Program, in utilizing the Montessori methodology, will incorporate core sections in Practical Life, Sensorial Materials, Language, Mathematics and Cultural Subjects. Blue Oak also hosts a Montessori pre-school operated by the El Dorado Country Office of Education.

Blue Oak Library/Media center has one of the finest literature collections in El Dorado County. Students in all classes meet with the library assistant weekly to choose age appropriate books and hear quality literature read out loud. Additionally, each class has a scheduled instructional time in the computer lab. The 4<sup>th</sup> and 5<sup>th</sup> grade students meet with the district librarian several times a year for instruction in research and library skills.

The staff of Blue Oak School works together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership responsibilities, knowing that solid, research-based planning is the key to a quality academic program. We have implemented push-in intervention programs during the school day to support underperforming students, extra support for our English learners, and a targeted, needs-based after school math intervention for students in grades four and five, along with differentiated instruction within the classroom. We also have cross-age tutors from neighboring Camerado Middle School along with conflict managers to support our students.

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

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

| <b>Leadership Activities</b>  | <b>Student Support Activities</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>• School Site Council</li> <li>• Technology Committee</li> <li>• Safety Committee</li> <li>• Phone Tree Parent</li> <li>• PTA Room Representative</li> <li>• Steering Committee</li> <li>• Master Plan</li> <li>• District Foundation Committee</li> </ul> | <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Classroom Assistance</li> <li>• Choir</li> <li>• Field Trips</li> <li>• Picture Day</li> <li>• Read-a-thons</li> <li>• I Can Read Program</li> <li>• PC Pals (partnership with Intel)</li> <li>• Cross Country</li> <li>• Peace Patrol</li> <li>• B.O.L.T. (Blue Oak Leadership Team)</li> <li>• Grand Greeters</li> <li>• Safety Day</li> <li>• Assemblies</li> <li>• Core Values Awards and Luncheons</li> </ul> |
| <b>Fund Raising Activities</b>  | <b>Other Fun Activities</b>   |
| <ul style="list-style-type: none"> <li>• Fall Festival</li> <li>• P.T.A. Membership Drive</li> <li>• Book Fair</li> <li>• Global American Fundraiser</li> <li>• Spring Fling</li> <li>• Entertainment Books</li> <li>• Flowers Bulbs (5<sup>th</sup> grade coast trip)</li> </ul>                 | <ul style="list-style-type: none"> <li>• Friday Night Out</li> <li>• Room Parties</li> <li>• Teacher Appreciation Breakfast</li> <li>• Fifth Grade Graduation Parties</li> <li>• Kris Kringle's Workshop</li> </ul>   |

## **D. School- Home Compact**

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

### Staff Pledge

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

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

### Student Pledge

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

## Family/Parent Pledge

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

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**Student**

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**Teacher**

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**Parent/Guardian**

## **E. Parent Involvement Policy**

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

### **School Parent Involvement Policy Process:**

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

### **Single Plan for Student Achievement Process:**

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

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

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

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

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

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

- At Back to School Night, parents receive copies of standards and report cards along with explanations of assessments used.
- Progress reports and parent conferences are opportunities teachers have for reporting student progress.
- Email and telephone calls are also regular forms of parent-teacher communication.
- Report cards are sent out three times per year detailing proficiency levels.

5. Blue Oak will coordinate parental involvement strategies with feeder programs to address transitional needs by:
  - Articulation with feeder school with parent and new teacher at middle school when necessary,
  - Articulation between administration of feeder school, teachers and parents regarding students entering middle school,
  - Sharing STAR test results with middle school.
6. Blue Oak will conduct a Parent Survey yearly, with the involvement of parents.
  - An annual parent survey will be conducted in the spring,
  - Results will be shared with Site Council, staff and parents,
  - Results will be put in the parent bulletin and posted on the school web site.
7. Blue Oak has strong parent involvement. In order to continue to build parent capacity for strong parental involvement, to support a partnership among the school, parents and the community, and to improve student academic achievement, we will do the following:
  - All parents will receive a letter mailed home with their child's STAR results.
  - Multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins and the district and school websites will be used to keep parents and the community informed,
  - Intel PC Pals and Intel classroom volunteers will be encouraged to become partners with our school to enhance community involvement,
  - School activities that reach out to the parents and community will be offered.
8. The school will, with the help of the district, provide training and materials to help parents work with their children to improve academic achievement by:
  - Sharing information with parents at Back to School Night, parent-teacher conferences, school and teacher newsletters, student agendas, and grade level standards,
  - Helping preschool students and their parents through the First Five program by providing information and education on kindergarten readiness.
9. Blue Oak will, with the assistance of the district, provide materials that will work to build ties between parents and the school by:
  - Informing parents of important school information through Connect-Ed,
  - Providing a monthly newsletter to parents both electronically or through hardcopy for those without access to a computer,
  - Posting information on parent involvement opportunities on the school website, PTA website and school marquee.

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

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

## Section 2

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### Evaluation and Monitoring of the School Plan

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#### A. General Overview

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

The District goals are:

- Goal #1: Student Achievement – Maximize the performance of each student in all academic areas.
- Goal #2: Maintain fiscal integrity and accountability of the district.
- Goal #3: Maximize the use of technology to enhance the work of students and staff.
- Goal #4: Strengthen community relations and communications.
- Goal #5: Promote the development of each student as a “whole” person.

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

## B. Summary of State and District Assessments

The district believes in using multiple assessment measures to monitor student mastery of standards. The primary measures are the California Standards Tests and performance based and/or classroom assessments. In addition, the student performance data review process includes other STAR measures (i.e. CELDT), evaluation data (i.e. parent surveys and student re-designation rates) and student work.

The school is accountable for meeting growth targets for all students and significant sub-groups as measured by the state's Academic Performance Index (API) and the federal Adequate Yearly Progress (AYP). These two measures are primarily based on student scores on the California Standards Test.

The district and state assessments included in the goal development process are as follows:

| Assessment                      | Grade Level | Years of Data                    | Method of Evaluation  |
|---------------------------------|-------------|----------------------------------|---|
| <b>State Assessments</b>        |             |                                  |   |
| California Standards Test (CST) | 2-5         | Three (3)<br>Two (3) for Science | <ul style="list-style-type: none"> <li>▪ % Proficient or advanced</li> <li>▪ Disaggregated data for sub-groups</li> <li>▪ Content clusters</li> </ul> |
| API                             | K-5         | Three (3)                        | Met API Targets (Yes/No)  |
| AYP                             | K-5         | Three (3)                        | Met AYP Criteria (Yes/No)   |
| CELDT                           | K-5         | Three (3)                        | # of students taking CELDT and # and % scoring at advanced and early advanced levels  |
| <b>Other Local Data</b>         |             |                                  |   |
| Parent survey                   | K-5         | Three (3)                        | % Positive response   |
| SIPPS Push-In Intervention      | 1-3         | Beginning 07/08                  | Performance levels  |
| Skills Tutor/Homework Club      | 3-5         | Beginning 08/09                  | Performance levels  |

## C. California Standards Test (CST)

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

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

| <b>English Language Arts</b> |          |      |      |            |      |      |       |      |      |             |      |      |                 |      |      |
|------------------------------|----------|------|------|------------|------|------|-------|------|------|-------------|------|------|-----------------|------|------|
|                              | Advanced |      |      | Proficient |      |      | Basic |      |      | Below Basic |      |      | Far Below Basic |      |      |
| Year                         | 2007     | 2008 | 2009 | 2007       | 2008 | 2009 | 2007  | 2008 | 2009 | 2007        | 2008 | 2009 | 2007            | 2008 | 2009 |
| 2 <sup>nd</sup>              | 24       | 28   | 38   | 43         | 36   | 33   | 21    | 15   | 21   | 6           | 14   | 6    | 7               | 8    | 2    |
| 3 <sup>rd</sup>              | 18       | 13   | 19   | 39         | 39   | 35   | 30    | 32   | 23   | 11          | 9    | 17   | 3               | 7    | 6    |
| 4 <sup>th</sup>              | 37       | 45   | 42   | 32         | 33   | 33   | 18    | 17   | 19   | 12          | 1    | 5    | 1               | 3    | 2    |
| 5 <sup>th</sup>              | 22       | 21   | 33   | 37         | 39   | 45   | 25    | 25   | 14   | 12          | 9    | 1    | 3               | 6    | 8    |

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

| Year/Grade      | 2007 | 2008 | 2009 | Change 08 to 09 |
|-----------------|------|------|------|-----------------|
| 2 <sup>nd</sup> | 67   | 64   | 71   | Increase of 7%  |
| 3 <sup>rd</sup> | 57   | 52   | 54   | Increase of 2%  |
| 4 <sup>th</sup> | 69   | 78   | 75   | Decrease of 3%  |
| 5 <sup>th</sup> | 59   | 60   | 78   | Increase of 18% |

**Analysis:** 5<sup>th</sup> grade made significant growth in ELA in 2009. 2<sup>nd</sup> and 4<sup>th</sup> grades continue their upward trend. Of significant note is the upward movement between quintiles in 2<sup>nd</sup> and 5<sup>th</sup> grades. Overall, all grades levels realized growth in Language Arts except 4<sup>th</sup> grade.

| <b>Mathematics</b> |          |      |      |            |      |      |       |      |      |             |      |      |                 |      |      |
|--------------------|----------|------|------|------------|------|------|-------|------|------|-------------|------|------|-----------------|------|------|
|                    | Advanced |      |      | Proficient |      |      | Basic |      |      | Below Basic |      |      | Far Below Basic |      |      |
| Year               | 2007     | 2008 | 2009 | 2007       | 2008 | 2009 | 2007  | 2008 | 2009 | 2007        | 2008 | 2009 | 2007            | 2008 | 2009 |
| 2 <sup>nd</sup>    | 45       | 40   | 48   | 37         | 38   | 33   | 15    | 9    | 10   | 2           | 6    | 8    | 2               | 8    | 1    |
| 3 <sup>rd</sup>    | 40       | 31   | 44   | 30         | 40   | 24   | 23    | 17   | 19   | 7           | 10   | 10   | 1               | 2    | 3    |
| 4 <sup>th</sup>    | 26       | 36   | 41   | 34         | 34   | 35   | 22    | 26   | 18   | 17          | 5    | 5    | 0               | 0    | 2    |
| 5 <sup>th</sup>    | 19       | 23   | 41   | 34         | 39   | 41   | 27    | 24   | 9    | 16          | 12   | 3    | 4               | 2    | 6    |

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

| Year            | 2007 | 2008 | 2009 | Change 08 to 09 |
|-----------------|------|------|------|-----------------|
| 2 <sup>nd</sup> | 82   | 78   | 81   | Increase of 3%  |
| 3 <sup>rd</sup> | 70   | 71   | 68   | Decrease of 3%  |
| 4 <sup>th</sup> | 60   | 70   | 76   | Increase of 6%  |
| 5 <sup>th</sup> | 53   | 62   | 82   | Increase of 20% |

**Analysis:** 5<sup>th</sup> grade realized a significant increase this year. Of significance is the decrease in the number of students scoring far below basic in 2<sup>nd</sup> grade and that generally all grade levels continue to move upward between quintiles. 3<sup>rd</sup> grade was the only grade level to realize an overall decrease in achievement although they did have an increase of 13% in students who scored in the advanced quintile.

| <b>Science</b>  |          |      |      |            |      |      |       |      |      |             |      |      |                 |      |      |
|-----------------|----------|------|------|------------|------|------|-------|------|------|-------------|------|------|-----------------|------|------|
|                 | Advanced |      |      | Proficient |      |      | Basic |      |      | Below Basic |      |      | Far Below Basic |      |      |
| Year            | 2007     | 2008 | 2009 | 2007       | 2008 | 2009 | 2007  | 2008 | 2009 | 2007        | 2008 | 2009 | 2007            | 2008 | 2009 |
| 5 <sup>th</sup> | 8        | 25   | 46   | 36         | 53   | 36   | 43    | 13   | 14   | 7           | 5    | 2    | 6               | 4    | 3    |

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

| Year            | 2007 | 2008 | 2009 | Change 08 to 09 |
|-----------------|------|------|------|-----------------|
| 5 <sup>th</sup> | 44   | 78   | 82   | Increase of 4%  |

**Analysis:** 5<sup>th</sup> grade students continue their upward trend with another 4% increase with a total increase over the last three years of 38%.

## **2. Disaggregated CST Data**

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

| <b>English/Language Arts</b>                              | <b>2<sup>nd</sup></b> | <b>3<sup>rd</sup></b> | <b>4<sup>th</sup></b> | <b>5<sup>th</sup></b> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| All Students  | 71                    | 54                    | 75                    | 78                    |
| Non-White Ethnic Group                                    | *                     | *                     | *                     | *                     |
| Economically Disadvantaged/Non Economically Disadvantaged | *                     | *                     | *                     | *                     |
| Male/Female   | 74/68                 | 56/50                 | 67/83                 | 76/80                 |
| Students with Disabilities                                | *                     | *                     | *                     | *                     |
| English Learners  | *                     | *                     | *                     | *                     |
| GATE  | N/A                   | *                     | *                     | *                     |

\*= There are not enough students to report

| <b>Mathematics</b>  | <b>2<sup>nd</sup></b> | <b>3<sup>rd</sup></b> | <b>4<sup>th</sup></b> | <b>5<sup>th</sup></b> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| All Students  | 81                    | 68                    | 76                    | 82                    |
| Non-White Ethnic Group                                    | *                     | *                     | *                     | *                     |
| Economically Disadvantaged/Non Economically Disadvantaged | *                     | *                     | *                     | *                     |
| Male/Female   | 83/78                 | 74/57                 | 69/83                 | 84/80                 |
| Students with Disabilities                                | *                     | *                     | *                     | *                     |
| English Learners  | *                     | *                     | *                     | *                     |
| GATE  | N/A                   | *                     | *                     | *                     |

\*= There are not enough students to report

| <b>Science</b>  | <b>5<sup>th</sup></b> |
|---|-----------------------|
| All Students  | 82                    |
| Non-White Ethnic Group                                    | *                     |
| Economically Disadvantaged/Non Economically Disadvantaged | *                     |
| Male/Female   | 86/74                 |
| Students with Disabilities                                | *                     |
| English Learners  | *                     |
| GATE  | *                     |

\*= There are not enough students to report

**Analysis:** Gender is our only significant sub-group. The data indicates no general trend as 2<sup>nd</sup> and 3<sup>rd</sup> grade boys outscored the girls in Language Arts while 4<sup>th</sup> and 5<sup>th</sup> grade girls outscored the boys. In math the girls significantly outscored the boys in grades two and three while the girls outscored the boys in grades four and five. The trend in science continues with the boys significantly outscoring the girls.

### 3. Analysis of Content Clusters

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

|  | Reading                                  |                             |                                | Writing                               |                             |
|--|--|-----------------------------|--------------------------------|---------------------------------------|-----------------------------|
|  | Word Analysis and Vocabulary Development | Reading Comprehension       | Literary Response and Analysis | Written and Oral Language Conventions | Writing Strategies          |
| <b>Grade 2</b>   |  |                             |                                |                                       |                             |
| # of Questions   | 22                                       | 15                          | 6                              | 14                                    | 8                           |
| Mean Percent Correct for Proficient Score                    | 73-88%                                   | 64-82%                      | 83-93%                         | 71-89%                                | 51-71%                      |
| Difference between proficient score and average school score | 76% within proficient range              | 72% within proficient range | 87% within proficient range    | 80% within proficient range           | 68% within proficient range |

| <b>Grade 3</b>   |                                  |                                  |                                  |                                  |                                  |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|
| # of Questions   | 20                               | 15                               | 8                                | 13                               | 9                                |
| Mean Percent Correct for Proficient Score                    | 78-90%                           | 68-85%                           | 76-91%                           | 73-86%                           | 74-87%                           |
| Difference between proficient score and average school score | 75%<br>3% below proficient range | 65%<br>3% below proficient range | 67%<br>9% below proficient range | 70%<br>3% below proficient range | 70%<br>4% below proficient range |

| <b>Grade 4</b>   |                             |                             |                             |                             |                             |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| # of Questions   | 18                          | 15                          | 9                           | 18                          | 15                          |
| Mean Percent Correct for Proficient Score                    | 77-88%                      | 63-81%                      | 69-85%                      | 65-79%                      | 54-72%                      |
| Difference between proficient score and average school score | 82% within proficient range | 73% within proficient range | 77% within proficient range | 73% within proficient range | 62% within proficient range |

| <b>Grade 5</b>   |                             |                             |                             |                             |                             |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| # of Questions   | 14                          | 16                          | 12                          | 17                          | 16                          |
| Mean Percent Correct for Proficient Score                    | 69-84%                      | 64-81%                      | 71-87%                      | 74-85%                      | 69-83%                      |
| Difference between proficient score and average school score | 76% within proficient range | 73% within proficient range | 79% within proficient range | 74% within proficient range | 76% within proficient range |

**Analysis:** All grade levels scored within the proficient range with the exception of 3<sup>rd</sup> grade. Literary Response and Analysis is an area of significant need in 3<sup>rd</sup> grade.

|  | Number Sense Place Value    | Number Sense Mult/Div Fractions | Algebra and Functions       | Measurement and Geometry    | Statistics, Data Analysis and Probability |
|--|-----------------------------|---------------------------------|-----------------------------|-----------------------------|---|
| <b>Grade 2</b>   |                             |                                 |                             |                             |   |
| # of Questions   | 15                          | 23                              | 6                           | 14                          | 7   |
| Mean Percent Correct for Proficient Score                    | 76-89%                      | 75-89%                          | 71-90%                      | 71-82%                      | 76-89%                                    |
| Difference between proficient score and average school score | 85% within proficient range | 83% within proficient range     | 82% within proficient range | 78% within proficient range | 84% within proficient range               |

|  | Place Value/ Fractions/ Decimals | Addition/ Subtraction/ Mult/Div | Algebra and Functions       | Measurement and Geometry    | Statistics, Data Analysis and Probability |
|--|----------------------------------|---------------------------------|-----------------------------|-----------------------------|---|
| <b>Grade 3</b>   |                                  |                                 |                             |                             |   |
| # of Questions   | 16                               | 16                              | 12                          | 16                          | 5   |
| Mean Percent Correct for Proficient Score                    | 75-86%                           | 68-87%                          | 73-89%                      | 78-88%                      | 80-90%                                    |
| Difference between proficient score and average school score | 81% within proficient range      | 72% within proficient range     | 79% within proficient range | 82% within proficient range | 82% within proficient range               |

|  | Decimals/<br>Fractions/<br>Negative<br>Numbers | Operations<br>and Factoring          | Algebra and<br>Functions             | Measurement<br>and Geometry          | Statistics,<br>Data Analysis<br>and<br>Probability |
|--|--|--------------------------------------|--------------------------------------|--------------------------------------|--|
| <b>Grade 4</b>   |  |                                      |                                      |                                      |  |
| # of Questions   | 17   | 14                                   | 18                                   | 12                                   | 4  |
| Mean Percent<br>Correct for<br>Proficient Score                          | 76-90%   | 72-89%                               | 80-91%                               | 63-79%                               | 76-86%   |
| Difference<br>between<br>proficient score<br>and average<br>school score | 83%<br>within<br>proficient<br>range           | 80%<br>within<br>proficient<br>range | 84%<br>within<br>proficient<br>range | 71%<br>within<br>proficient<br>range | 80%<br>within<br>proficient<br>range               |

|  | Estimation/<br>Percents and<br>Factoring | Operations<br>with Fractions<br>and Decimals | Algebra and<br>Functions             | Measurement<br>and Geometry          | Statistics,<br>Data Analysis<br>and<br>Probability |
|--|--|--|--------------------------------------|--------------------------------------|--|
| <b>Grade 5</b>   |  |  |                                      |                                      |  |
| # of Questions   | 12                                       | 17   | 17                                   | 15                                   | 4  |
| Mean Percent<br>Correct for<br>Proficient Score                          | 60-84%                                   | 63-85%                                       | 71-88%                               | 58-78%                               | 83-96%   |
| Difference<br>between<br>proficient score<br>and average<br>school score | 76%<br>within<br>proficient<br>range     | 76%<br>within<br>proficient<br>range         | 76%<br>within<br>proficient<br>range | 76%<br>within<br>proficient<br>range | 86%<br>within<br>proficient<br>range               |

**Analysis:** All grade levels scored solidly within the proficient range.

## D. Academic Performance Index (API)

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

| API Base Scores |      |      |      | API Growth Scores |              |              |              |
|-----------------|------|------|------|-------------------|--------------|--------------|--------------|
| Year            | 2007 | 2008 | 2009 |                   | 2006 to 2007 | 2007 to 2008 | 2008 to 2009 |
| API Base Score  | 833  | 834  | 834  | API Growth Score  | 833          | 832          | 864          |
| Growth Target   | At   | At   | At   | Growth            | -7           | -1           | +32          |

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

| API Base Scores              |      |      |      | API Growth Scores |              |              |              |
|------------------------------|------|------|------|-------------------|--------------|--------------|--------------|
| Year                         | 2007 | 2008 | 2009 |                   | 2006 to 2007 | 2007 to 2008 | 2008 to 2009 |
| API Base Score for sub-group | 841  | 841  | 847  | API Growth Score  | 852          | 844          | 874          |
| Growth Target                | At   | At   | At   | Growth            | 15           | -7           | +27          |

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

| Statewide Rank |      |      |      |
|----------------|------|------|------|
| Year           | 2007 | 2008 | 2009 |
|                | 8    | 8    |      |
|                |      |      |      |

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

| Similar Schools Rank |      |      |      |
|----------------------|------|------|------|
| Year                 | 2007 | 2008 | 2009 |
|                      | 2    | 2    |      |
|                      |      |      |      |

**Analysis:** We realized a significant increase of 32 points in our API score.

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

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

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

#### **Status on Meeting AYP Criteria by Year (2007 to 2008)**

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

Yes = met criteria

**Analysis:** Blue Oak continues to meet the criteria for AYP.

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

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

Number of Students Tested on the CELDT Test by Year

| Year | # Students Taking the CELDT Test |
|------|----------------------------------|
| 2007 | 14                               |
| 2008 | 26                               |
| 2009 | 30                               |

\*\*\* Total number tested includes initial and annual tests.

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

| Number, Level and Grade         | K  | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|----|---|---|---|---|---|
| Total number of students tested | 11 | 6 | 5 | 3 | 2 | 3 |
| Advanced Level                  |    | 2 |   |   |   |   |
| Early Advanced Level            |    |   | 2 |   | 1 | 2 |

**Analysis:** Our English Learner population continues to increase with 30 students being tested this year. Seven students scored at the early advanced or advanced level. These students will be considered for re-designation as fully English Proficient.

## **G. Physical Fitness Testing**

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

|       | All Students |      |       |
|-------|--------------|------|-------|
| Grade | 2007         | 2008 | 2009  |
| 5     | 60.3%        | 68%  | 68.3% |

**Analysis:** The percentage of 5<sup>th</sup> grade students who met six of six standard increased by .3%.

## H. Parent Survey

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

| <b>Safety</b>   | 2007     |        | 2008     |        | 2009     |        |
|---|----------|--------|----------|--------|----------|--------|
|   | District | School | District | School | District | School |
| My child feels safe and secure at school.   | 92%      | 95.8%  | 96.5%    | 95.3%  | 96.5%    | 97.3%  |
| My child has not experienced ongoing harassment at school.  | 64%      | 56.3%  | 71.3%    | 65.0%  | 86.5%    | 86.4%  |
| I am aware of the Positive Action program   | 57%      | 45.6%  | 76.3%    | 63.4%  | 68.5%    | 76.3%  |
| <p><u>District Statement</u> A high percentage of students feel safe at our schools. Since the wording of the second statement was changed (the word bullying was changed to harassment), the 87% of students who reported that they did not experience harassment becomes our new baseline for comparison. It is hoped that the improvement in this area is related to the schools' efforts to introduce programs like Rachel's Challenge, the Ambassador Program, conflict mangers, Tribes and core values. Each of these programs is designed to prevent harassment and bullying before it happens. Awareness of the Positive Action program has decreased but this may be as a result of other programs becoming a bigger focus.</p> <p><u>School Statement:</u> Overall, students feel very safe and secure at school. Blue Oak is extremely pleased with the increase in positive parent responses over the past three years in these areas. We attribute the increase to our consistent use of Core Values and Positive Action and the increased communication through parent bulletins and posting information on the school webpage.</p>   |          |        |          |        |          |        |
| <b>Achievement</b>  | 2007     |        | 2008     |        | 2009     |        |
|   | District | School | District | School | District | School |
| Teachers are knowledgeable and well-prepared to meet my child's needs   | 89%      | 95.4%  | 94.1%    | 96.9%  | 94.1%    | 94.4%  |
| The school is clean and well-maintained   | 89%      | 92.4%  | 94.4%    | 96.3%  | 95.4%    | 96.2%  |
| In the area of Technology, the educational program meets my child's needs   | 70%      | 76.1%  | 87.3%    | 92.1%  | 85.1%    | 87.6%  |
| In the area of Health and Nutrition, the educational program meets my child's needs   | 67%      | 77.2%  | 85.7%    | 86.7%  | 80.9%    | 83.9%  |
| My child participates in school-sponsored, extra-curricular activities  | 66%      | 60.4%  | 74.9%    | 72.7%  | 61.2%    | 64.3%  |
| <p><u>District Statement:</u> Parents in the district feel strongly that teachers are very skilled and have a positive impression of site maintenance. The responses in the areas of technology and health/nutrition are relatively lower and show these areas need to remain a focus. The percentage of children participating in school sponsored extracurricular activities dropped 14 %. Since there are fewer extracurricular activities available at the K-5 level it may be valuable to segregate this question for grades 6-8 where there are more options for student involvement.</p> <p><u>School Statement:</u> There has been a very slight decrease in the percentage of positive responses, so we will continue to focus in all areas. The significant drop occurred in the participation of school-sponsored extra-curricular activities. Blue Oak has the highest percentage of participation in the district in our cross country program and good participation in instrumental band in 4<sup>th</sup> and 5<sup>th</sup> grades. Additionally, Blue Oak PTA is working actively to provide other opportunities for students after school in areas such as art and science. Art programs are already available after school.</p> |          |        |          |        |          |        |

| Communication   | 2007     |        | 2008     |        | 2009     |        |
|---|----------|--------|----------|--------|----------|--------|
|   | District | School | District | School | District | School |
| School communications keep me informed about school activities  | 89%      | 93.2%  | 93.2%    | 94.5%  | 91.8%    | 95.1%  |
| Administrators and office staff are friendly and helpful  | 90%      | 86.3%  | 95.3%    | 91.8%  | 93%      | 89.1%  |
| The district communicates about district goals.   | 68%      | 72.6%  | 83.4%    | 83.9%  | 78.5%    | 82.4%  |
| School/district leaders provide a clear sense of direction for where we are going as a school/district.   | 66%      | 71.5%  | 82.6%    | 83.6%  | 76.4%    | 81.2%  |
| <p><u>District Statement:</u> Efforts regarding communicating about district goals and a clear sense of direction need to be renewed as both areas declined in 2009. Since the budget crisis became such a large focus from January to June of 2009, there is some concern that this overshadowed the goals during this time.</p> <p><u>School Statement:</u> Blue Oak will continue our strong communication and positive interaction with all stakeholders.</p> |          |        |          |        |          |        |

**Summary statement of key findings from the data:** Overall our school based responses compare favorably in most areas with those district-wide. We will actively work on increasing our awareness and training in making sure that administrators and office staff are visible and accessible and interacting with stakeholders positively. Additionally, it appears that scores have decreased slightly in some areas and so we will continue to focus in all areas, however, we are still extremely pleased with the high rate of positive responses.

## I. School Goals for Increasing Students' Performance

### 1. Site Practices for Using Data to Develop Goals

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

- Reviewing assessment data overall
- Summarizing areas of strength and areas for increasing student achievement
- Identifying under performing sub-groups
- Developing school S.M.A.R.T. goals<sup>1</sup>
- Developing strategies and measurable targets for increasing student achievement

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

### 2. Summary of the Status of Goals Set in 2008-09

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

**Goal #1: By the end of the 2008-09 school year, 75% of students will score proficient or advanced in the operations cluster of the STAR test.**

**Target:** By the end of 2008-09 school year, 75% of students will show mastery (80%) on district trimester assessments.

**Summary: Goal met and exceeded. 84% of 2<sup>nd</sup> grade students scored proficient or advanced; 75.5% of 3<sup>rd</sup> grade students scored proficient or advanced; 81.5% of 4<sup>th</sup> grade students scored proficient or advanced; and, 76% of 5<sup>th</sup> grade students scored proficient or advanced in the operations cluster of the STAR test.**

**Goal #2: By the end of the 2008-09 school year, 70% of students in grades 2-5 will score proficient or advanced on the reading comprehension cluster of the STAR test.**

**Target:** By the end of the 2008-09 school year, all students will show 70% mastery (80%) on the comprehension section of the summative test.

**Target:** By the end of the 2008-09 school year 70% of students will show mastery (80%) on the end of the year benchmark for fluency and comprehension.

**Summary:** Goal met or exceeded in all grade levels except 3<sup>rd</sup>. 72% of 2<sup>nd</sup> graders scored proficient or advanced; 65% of students in 3<sup>rd</sup> grade scored proficient or advanced; 73% of students in 4<sup>th</sup> grade scored proficient or advanced; and, 73% of 5<sup>th</sup> grade students scored proficient or advanced.

**Goal #3:** By the end of the 2008-09 school year, 23% of special education students will score proficient or advanced on the Language Arts STAR test.

**Target:** By the end of the 2008-09 school year, students who are eligible to participate in Accelerated Reader will increase by 0.5 to 1.0 grade level averaging 80% on comprehension from 1<sup>st</sup> trimester to 3<sup>rd</sup> trimester.

**Summary:** Goal exceeded. 32.15% of identified special education students scored proficient or advanced on the Language Arts section of the STAR test.

**Goal #4:** By the end of the 2008-09 school year, 53% of special education students will score basic or above on the Math STAR test.

**Target:** By the end of the 2008-09 school year, all special education students receiving math services will score 70% on non-timed basic facts.

**Summary:** Goal exceeded. 62.50% of special education students scored basic or above on the math section of the STAR test.

**Goal #5:** All staff will support the district goal to promote the development of each student as a “whole person”.

**Target:** All staff and students will implement and support Blue Oak’s Core Values of Respect, Responsibility, Kindness and Caring, Trust, and Citizenship.

**Target:** All teachers will continue to include Positive Action strategies in the daily curriculum where possible.

**Target:** Administration and support staff will support this goal also by including information in staff bulletin, school marquee and in the Monday morning announcement

**Summary:** Goal is met, but is ongoing and will be continued and made part of the Site Plan each year. Weekly drawings were held for students receiving P.A.W.S. (Positive Action Wins Success) awards each week as well as weekly announcement on the Monday morning announcement for that week’s word of the week and Core Value focus word. Additionally, lunches with the principals were held every six weeks for the students who exemplified each of the Core Value words as chosen by his/her teacher.

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

In 2<sup>nd</sup> grade Language Arts there was a 10% increase of students scoring at the advanced level, a slight decrease (3%) in students scoring at the proficient level. Additionally, while there was a 6% increase of students scoring basic, there was a 14% decrease of students scoring below and far below basic. It would appear that there has been significant upward movement between all the quintiles. In 3<sup>rd</sup> grade Language Arts, our downward trend in students in the advanced category reversed with a 6% increase. However, there was also a 4% decrease in students scoring proficient equating to only a net increase of 2% scoring in the proficient and advanced range. Also, there was a significant increase in students scoring below basic. In 4<sup>th</sup> grade Language Arts, scores remained relatively stable. In 5<sup>th</sup> grade Language Arts, scores realized significant gains in all quintiles with a 12% increase in advanced; 6% increase in proficient, 9% decrease in basic and 8% decrease in below basic. There was a 2% increase of students scoring far below basic which equates to 1.5 students.

In 2<sup>nd</sup> grade math, scores remained relatively stable although there was a slight increase in students scoring in the basic and below basic quintiles, but a significant decrease in students scoring in the far below basic quintile. 3<sup>rd</sup> grade math scores exhibited some shifts between the quintiles, with an increase of 13% of students who scored advanced but a similar drop of percentage of students who scored proficient. All other quintiles remained stable. 4<sup>th</sup> grade students realized gains in the proficient and advanced categories (total of 6%). Of significance is the reduction in percentage of students who scored basic (8%). 5<sup>th</sup> grade students scoring advanced increased by a significant 18% with another 2% increase in students scoring in the proficient range. This indicates a significant upward trend through all quintiles for 5<sup>th</sup> grade students.

Our 5<sup>th</sup> grade science scores continued their upward trend with an increase of 4% for a total increase over the past three years of 38%.

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

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

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

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

**Goal #1: By the end of the 2009-10 school year, 75% of students will score proficient or advanced on the language arts section of the CST.**

**Target:** By the end of the 2009-10 school year, all students will show 80% mastery (80%) on Houghton Mifflin Theme Tests.

**Target:** By the end of the 2009-10 school year 80% of students will show mastery(80%) on the end of the year benchmark for fluency and comprehension.

**Goal #2: By the end of the 2008-09 school year, 80% of students in grades 2-5 will score proficient or advanced on the Math portion of the STAR test.**

**Target:** By the end of the 09-10 school year, 80% of students will pass (75% or higher) the trimester cumulative math tests.

**Goal #3: By the end of the 2008-09 school year, 10% of students in an identified sub-group (ELL, SED, and/or SDC) will move up one quintile or to proficient in Language Arts**

**Target:** using specific grade level writing prompts, students in the identified subgroups will move up at least one point (on the 4 point rubric) from first trimester to last.

**Goal #4: By the end of the 2009-10 school year, 10% of students in an identified sub-group (ELL, SED, and/or SDC) will move up one quintile or to proficient in Math.**

**Target:** by the end of each trimester 10% of the identified students will improve math fact skills as measured by grade level standards.

**Goal #5: All staff will support the district goal to promote the development of each student as a “whole person”.**

**Target:** All staff and students will implement and support Blue Oak’s Core Values of Respect, Responsibility, Kindness and Caring, Trust, and Citizenship.

**Target:** All teachers will continue to include Positive Action strategies in the daily curriculum, when possible.

**Target:** Administration and support staff will support this goal also by including information in staff bulletin, school marquee and in the Monday morning announcement

**Target:** Administration will choose students weekly who have received a Bulldog PAW reward to receive a Core Value charm.

**Target:** Administrators will hold a lunch every 6 weeks to recognize students who have exemplified that month’s Core Value word.

**Target:** A “Safety Day” presentation will be held each year to include members of the law enforcement community to talk about fire and personal safety. It will also include a presentation on anti-bullying strategies.

## **6. Summary of Strategies and Supporting Research**

**Goal #1: By the end of the 2009-10 school year, 75% of students will score proficient or advanced on the language arts section of the CST.**

- Grade level collaboration
- Release time for visiting other classrooms and/or attending workshops or conferences

- Consistent use of data in planning instruction
- Implementation of new researched based math adoption
- Purchase of research-based support materials when needed
- Continued implementation of small group needs-based instruction
- Use of Skills Tutor, Lexia, Read Naturally, Accelerated Reader, Making Meaning, SIPPS, and Raz Kids (K-1)
- Push-In SIPPS (**S**ystematic Instruction in **P**honemic Awareness, **P**honics, and **S**ight Words) Reading Intervention Program
- Re-grouping students across classes for targeted instruction, where indicated
- Enroll students in intersession program when appropriate

**Goal # 2 – By the end of the 2008-09 school year, 80% of students in grades 2-5 will score proficient or advanced on the Math portion of the STAR test.**

- Grade level collaboration
- Release time for visiting other classrooms and/or attending workshops or conferences
- Consistent use of data in planning instruction
- Use of Skills Tutor and other research-based computer programs
- Form cross-classroom needs-based groups
- Release time for visiting other classrooms and/or attending workshops or conferences
- Purchase of research-based support materials
- Continued implementation of small group needs-based instruction
- Continue implementation of after school, targeted, needs-based intervention for 4<sup>th</sup> and 5<sup>th</sup> grade students
- Enroll students in intersession program when appropriate

**Goal #3 – By the end of the 2008-09 school year, 10% of students in an identified subgroup(ELL, SED, and/or SDC) will move up one quintile or to proficient in Language Arts**

- Grade level and special education staff collaboration time
- Consistent use of data in planning instruction
- Release time for visiting other classrooms and/or attending workshops or conferences
- Purchase of research-based support materials
- Continued implementation of small group needs-based instruction
- Use of Lexia, S.I.P.P.S., Read Naturally, Accelerated Reader and Skills Tutor
- Enroll students in Intersession program when appropriate
- Continue monthly articulation meetings between special education teachers and regular education teachers
- Hire English Learner support tutor to provide additional support for EL students
- Provide release time for EL coordinator to meet with regular education teachers who have English learners in their classrooms

**Goal #4 – By the end of the 2009-10 school year, 10% of students in an identified sub group (ELL, SED, and/or SDC) will move up one quintile or to proficient in Math.**

- Consistent use of data in planning instruction
- Grade level and special education staff collaboration time
- Release time for visiting other classrooms and/or attending workshops or conferences
- Purchase of research-based support materials
- Continued implementation of small group needs-based instruction
- Use of Skills Tutor
- Continue monthly articulation meetings between special education teachers and regular education teachers
- Hire English Learner support tutor to provide additional support for EL students
- Provide release time for EL coordinator to meet with regular education teachers who have English learners in their classrooms

**Goal #5 – All staff will support the district goal to promote the development of the whole child.**

- Staff and administration will consistently implement and support the Core Values Program through Friday rewards and monthly lunches
- The Grand Greeter program will continue to be implemented
- The school counselor will provide training and support for the implementation of the Positive Action Program.
- Staff will familiarize themselves with the P.A.W.S. (Positive Action Wins Success) program and integrate the strategies into the daily curriculum.
- Anti-bullying strategies will be implemented and lessons presented by the school counselor, and/or administration and outside community resources.
- Students with emotional needs will continue to meet with the counselor in group sessions.
- The Peace Patrol program will continue to be implemented.
- Student involvement in school-supported activities and clubs will continue to be encouraged.
- Teachers and staff will encourage students to engage in healthy eating and physical exercise and participate with them in a weekly walking activity lasting 20 minutes

### Section 3

## 2009/2010 Program Budgets

### Blue Oak School Level Budget for SLBG

2008-2009 Allocation: \$40,792.00

Total Budget for 08/09: \$40,792.00

| Certificated Salaries and Benefits | Amount        | Page # in Plan |
|------------------------------------|---------------|----------------|
| SIPPS Push-In Reading Program      | 12,000        | 28-30          |
| Extended Learning - Math           | 9,000         | 28-30          |
| <b>Total</b>                       | <b>21,000</b> |                |

| Books/Supplies/Materials   | Amount          | Page # in Plan |
|--|-----------------|----------------|
| Books and resources to support reading comprehension and math goal | 4,000           | 28-30          |
| Materials and supplies for Postiive Action and Core Values         | 792.00          | 28-30          |
| <b>Total</b>   | <b>4,792.00</b> |                |

| Services/Operational Expenses   | Amount        | Page # in Plan |
|---|---------------|----------------|
| Staff Development   | 1,000         | 28-30          |
| Release time for assessments  | 9,000         | 28-30          |
| Release time to attend trainings  | 1,000         | 28-30          |
| Release time for special education teachers to articulate with regular ed | 4,000         | 28-30          |
| <b>Total</b>  | <b>15,000</b> |                |

**Total Projected Expenditures: \$40,792.00**

**School Level Budget for EIA-EL  
2009-10 Allocation: \$0  
Total Budget for 09/10: \$17,138.62**

| Certificated Salaries and Benefits                | Amount     |
|---|------------|
| Estimated cost of EL Coordinator                  | \$2,000.00 |
| Release time for EL Coordinator                   | 1,000.00   |
| Cost of EL Tutor (1.5 hours per day)              | 8,000.00   |
| <b>Books/Supplies/Materials</b>                   |            |
| Software, supplies (Rosetta Stone and headphones) | 6,138.62   |

**Total Projected Expenditures: \$17,138.62**

# **APPENDIX A:**

## **School Accountability Report Card:**

**Blue Oak School &  
Montessori Charter**