

Single Plan For Student Achievement



For School Year 2007-08

Oakmont Elementary

CDS Code: 19-64394-6012199



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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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District: Claremont Unified

The District Governing Board approved this revision of the School Plan on 12/3/2007

Single Plan For Student Achievement

About this School

Oakmont Elementary School, founded in 1952, is a California Distinguished School. Located on the corner of Arrow Hwy. and College Ave., our picturesque campus features beautiful trees, gardens and murals, as well as a large playground with multiple play structures and plenty of field play space. Our small size, 325 students, is one of our main features, as we offer a personal education that focuses on EVERY student. There are many exciting events that occur over the school year that, added to exceptional classroom instruction, provide a state-of-the-art educational setting. Our highly qualified teaching staff, school psychologist, school counselor, classroom aides and volunteers, work-study students, PE paraprofessional, music teacher, art teacher, Parent Faculty Association, and School Site Council provide a daily environment rich in education and a family setting. A few of the additional community events we offer yearly are:

- after school enrichment programs
- lunch sports league
- after school remediation program
- counseling support
- a family dance
- parent nights
- Oakmont Outdoor Study Program
- pizza nights
- in-class music program
- in-class art program
- Goal Setting and Spring Student conferences
- enrichment evenings

Oakmont Elementary School emphasizes high expectations for students, staff and families. Home and school relations are a high priority. Everyone works together for the good of all students.

Language Arts skills of reading fluency, reading comprehension, writing and speaking, along with all components of mathematics are main curricular focuses at Oakmont. Computer and information systems technology continue to be developed as an integral part of the educational process. Students will gain computer literacy while using computer technology to support all areas of learning. A state of the art computer lab and 2 networked computers in every classroom give students and teachers access to a variety of useful software applications; educational (Inspiration, web browsers), assessment (Accelerated Reader, Leapfrog Schoolhouse) and school management (Microsoft Office, attendance and student data).

Students receive a balanced education with emphasis on the thematic teaching of science and social science/history units, music and fine arts instruction, personal responsibility/goals oriented character instruction and a focus on global issues. With a clear mission and equal opportunity for all students, each child is given the Oakmont opportunity for excellence!

Single Plan For Student Achievement

Analysis of Current Educational Practice

1. Alignment of curriculum, instruction and materials to content and performance standards:

Teachers use the California State Standards to guide Claremont Unified School District instructional practice. Curriculum continues to be aligned to the standards through district essential standards committees and new texts are adopted in effective cycles. We began using our CUSD adopted California Standards Based Language Arts program in 2003. Teachers continue to refine the Language Arts curriculum with this program. As a district, the K-12 writing standards were developed last year and are being implemented. Our mathematics curriculum, adopted and in use since 2002, continues to provide instruction strongly aligned with California State standards. This is the second year using newly adopted social studies curriculum at each grade level. Science Essential Standards were developed last year and teachers are addressing them using a newly adopted text series this year. Our school is also implementing a character development program to strengthen student relationships and improve classroom and playground behavior. Using grade level formative assessment, STAR testing results, and district benchmark assessments, strong assessments and performance standards guide instructional practice. Progress reports are based on performance in selected standard areas.

2. Availability of standards-based instructional materials appropriate to all student groups:

Students are heterogeneously grouped in classes by gender, ethnicity, ability, language and social development. All student groups have equal access to our standards based curriculum.

3. Alignment of staff development to standards, assessed student performance and professional needs:

Teachers develop performance goals at the beginning of the year, based on the Professional Standards for the Teaching Profession and the CUSD Board Goals, to improve their teaching and increase student achievement. District and site identified goals, coupled with teacher performance goals dictate where and in what areas professional development is needed. Title I & II funds are available for staff to participate in professional development based on teacher's yearly Professional Goals. Professional development is geared towards supporting standards-based instruction and developing Differentiated Instruction strategies.

4. Services provided by the regular program to enable under-performing students to meet standard:

Teachers differentiate instruction to address the needs of every student in the class. They group students in a variety of ways during the school day and these flexible small groups, as well as individual attention, best meet student needs. Grade level teams meet every week to examine student work and decide how to best address the needs of students. Often, grade level teams or team between grade levels, break students into groups to better address specific student need. During the school day and after school remediation are also provided to address students not performing at proficient levels.

5. Services provided by categorical funds to enable under-performing students to meet standards:

Title 1 Funds are used to assist under-performing students in many ways. Kindergarten students receive the support of an instructional paraprofessional daily. Other grade level students receive the support of an instructional paraprofessional based on need. During the school day remediation is offered to all under-performing students using the LeapTrack system. After school remediation is available to under-performing students in grades 1-6. Student needs are determined and then students are referred to intervention programs for more specific help.

6. Use of the state and local assessments to modify instruction and improve student achievement:

Assessment drives the curriculum. Grades 3-6 teachers review STAR testing data at the beginning of each year and use this data to develop classroom curriculum and to set goals for every student. All staff use grade level assessments, CUSD Benchmark assessment, LeapFrog assessments, and Accelerated Reader assessment data to assist teachers in defining deficiencies in specific skills. Teachers then set up groupings and design curriculum to address student need. Ongoing grade level and classroom assessments complete teachers knowledge of students and allow for continual development of effective curricular decision-making.

7. Number and percentage of teachers in academic areas experiencing low student performance:

100% of our 17 teachers work with students experiencing low student performance.

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8. Family, school, district and community resources available to assist these students:

Oakmont is a Title 1 school. Funds must be used conservatively and effectively. The PFA assists with many projects and funds important needs of the site, in addition to providing thousands of hours of service per year. They also partially fund our music program. The Claremont Educational Foundation also supports our music and art programs with partial funding. Claremont Kiwanis and Rotary service organizations also provide tremendous financial and volunteer assistance. Other adult volunteers provide time to assist teachers in the classroom. The Claremont Colleges provides a pool of students to tutor students in reading and mathematics (America Reads, America Counts and College Work Study programs). Upon referral, request and qualifications, the Youth and Family Support Center provides services and referrals to students and families with a physical, emotional or academic need. Transitional Counseling is available for sixth graders who need additional support for a successful seventh grade transition. We have a site-based counselor working with students three days per week that offers one hour sessions to help students increase their academic progress. University of La Verne intern counselors also provide additional services to small groups of students based on need. Student Study Teams and Student Guidance Teams are available for students who are experiencing behavioral or academic struggles.

9. School, district and community barriers to improvements in student achievement:

Home/School communication can be a barrier in student achievement. Over the past four years, we made great progress in effectively communicating with students homes. We currently put out all office publications in English and Spanish and consistently seek staff members that are fluent in Spanish. Important communications are also distributed via the CUSD ConnectEd System, reaching all parents by the telephone and about 120 families via email as well. We also established more community events (i.e., Family Dance, Pizza Nights and more evening events) to better establish communication with parents. Many of these events had not existed in the past. Our school web page is run by our 5th grade students during computer lab time and updated on a regular basis. With an integrated classroom curriculum, the computer lab program will provide a school newsletter, updated web site and yearly movie that documents the events of the year. We will continue to seek for ways to increase communication. With our high rate of transience and families of limited income, being able to reach parents (i.e., accurate phone numbers) and have parents return communication is also a considerable barrier.

10. Limitations of the current program to enable under performing student to meet standards:

Analysis of data has shown that the Socioeconomically Disadvantaged and English Learner students have the most difficulty meeting grade level standards. They also comprise a large portion of our Title 1 population. This years plan specifically identifies these students and focuses resources to address their needs. As programs develop, under-performing students will achieve at higher levels and the general instructional program will also improve.

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Student Performance Data Summary

Local Measures of Student Performance

Conclusions from Student Performance Data

Over the past three years, Oakmont has made both academic and community gains. Our Single Plan for Student Achievement has reflected the need to look at the whole student, focusing on improvements in Language Arts and Math, as well as dealing with improving behavior, addressing social and family related issues and offering a diverse, active curriculum (art, music and other curricular offerings) so that a stronger learning environment can take place. As with all schools, the data that supports this needs to be looked at closely. There are many factors that contribute to the evaluation of our school programs and we are working on increasing the amount of assessments that we do so that we can better determine the depth that our students are learning the California State Standards.

A review of our Academic Performance Index (API) score over the past years sees a 26 point decline in the 2006 measurement and a 32 point gain in the 2007 measurement. Our current API is 723. This dip has very little to do with actual changes to our programs and very much to do with the changes in demographics in our school. Being such a small school, only 244 students take the STAR assessment. Educators know that with such a small group impacting a combined score, changes in just a few scores impact the combined score (AYP and API) greatly. Almost 20 of those students (8%) are enrolled in a Severe Language Impaired (SLI) class. These students, who mostly take the STAR assessment, have Individual Education Plans (IEP's). Clearly their scores do not reflect the growth that they are making in school, yet the scores impact our API and AYP. 53% of our students are on Free or Reduced Lunch and are classified Socioeconomically Disadvantaged). T

Going back over three years of STAR data and examining trends at each grade level, conclusions are difficult to make. One cannot compare a grade level test from year to year, because those scores reflect different students taking a completely different standards test. One can also not follow a group of students from year to year, because that would also represent different students taking a different test. What can be gleaned from this data is that all students at Far Below Basic at Oakmont are receiving Special Education services. Students in the Below Basic range are all in remediation and being served through our Student Study Team (SST) process. They either need further accommodations or referral to the Student Guidance Team (SGT - which can lead to assessment and possible Special Education services). We have the largest population of students at the Basic level and our goals over the past years have focused heavily on these students. We need to consistently look for strategies that move these students into Proficiency.

Even though we have a mobility rate of 93% - meaning that 93% of the students that took the STAR test were enrolled since October of that school year, our school has a much higher mobility rate from year to year, which is not reflected in this number. By the time our students reach the 6th grade, an average of 25 out of a class of 50-55 began their schooling at Oakmont in Kindergarten or the first grade. This transience factor of about 50% of our school's population changing over the 6 years that we serve them is of major importance when evaluating Oakmont's programs. Part of our dip in API really two years ago can be attributed to an influx of new "Far Below Basic" students during the prior year and not really moving enough of our "Basic" students into the "Proficient" level.

These factors are all part of the puzzle that Oakmont works on every day. We do not accept these challenges as an excuse to not improve. We do, however, feel that they are of importance to understand when looking at the importance of the STAR system. As a school we look much more closely at EACH STUDENT in creating a program that addresses their needs.

Last years gain of 32 points (really the recovery of the 26 point drop and the increase of 6 points) can be attributed to the work we have done in "during-the-school-day" remediation and after school remediation programs. By using a program called "LeapTrack," students at the Basic and Below Basic levels are placed on a "Learning Path." They participate in this pull-out program 3 times per week that focuses on increasing their reading fluency and vocabulary strength. Many of these students are also enrolled in an after school remediation program that utilizes scientifically validated programs lead by teachers and paraprofessionals to increase both reading and math skills.

When we compare and evaluate STAR data, we use students that we currently have enrolled and who were

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enrolled last year for the full year as well (their 2007 scores) and compare them to their 2006 scores. This is important to evaluating the effectiveness of our classroom settings and our remediation programs. This examination also creates actions that we can do with our current students. Out of this group, there were 26 students who scored Basic and who we served with focus class remediation and pull out remediation last year. We saw 12 of the 26 students move from Basic to Proficient last year (46%!!!!). Out of the remaining 14, 12 made significant point gains but did not move out of Basic. The 2 who had drops in their scores are currently in our SST process to evaluate if further accommodations or possibly referral to our SGT is needed. We are continuing the pull out and after-school remediation programs this year with the anticipation that increases with these students will continue.

In further evaluation of STAR data, we did see 34 students drop a proficiency level either in English Language Arts (ELA) or Math. 4 of those students are in the SLI class and 1 is currently being assessed and indications are that he will qualify for Special Education. Teachers will closely work with the remaining 29 students this year to determine what the reasons are for the dip in their scores. We did notice that 16 of them (55%) were 4th graders last year. It is common to see a dip in 4th grade scores statewide due to the increased difficulty and length of the 4th grade test, compared to the 3rd grade test. Current site benchmark data reveals that these 29 students are closer, on average, to expected benchmark level for this point during the current year. They still, however, will be included in our remediation programs to give them additional support in their mastery of the CA State Standards.

In looking at all student's current Claremont Unified School District Benchmark scores, we see evidence that our students greatest needs are grade level vocabulary and reading fluency. Teachers look at this data student by student and identify groups to teach specific skills. As a whole, many of our students do not read at fluency levels that are required for them to address grade level content. Both grade level vocabulary and low sight words seem to impact our students speed. We also see comprehension issues when students are reading material independently. When text and then questions are read to students, we see many achieve at grade level standard. However, when the same tasks are completed independently, many do not achieve at grade level standard. We are currently examining why this is true but our initial conclusions are that much of the work we do at the primary grades involves adult led reading, not independent reading. Also, the way we question students about comprehension does not match the way that tests ask for the same information. Our students demonstrate comprehension in individual or small group activities but not as well independently. We will focus on developing fluency and grade-level vocabulary with all students.

Scott Foresman Diagnostic and other mathematics assessments (including the STAR tests) indicate that Oakmont students need increased practice with numeration (number sense) and mathematical reasoning. Once again, students perform much better in class practice and homework but fail to perform as well independently. Staff has determined that more focused practice needs to occur and we need to investigate differentiation strategies to increase effectiveness of classroom instruction.

We also are involved in addressing environmental issues that impact student's reading levels. Over the past three years, with the help of a retired doctor with 40 years of expertise in lighting levels impact on student achievement, we have changed the environment our students read in. A large body of research exists that states that fluorescent lights at high levels negatively impacts students ability to read black print from a white page. These conclusions are validated from the research we have gained from interviewing our students and assessing their comprehension levels in various lighting levels. In the past, we have reduced the lighting intensity levels in our classrooms to aide students in the reading process. This year we are engaging in identifying color overlays that the students place over their reading material that enables them to better see the print, thus improving their fluency, ability to decipher punctuation and improving comprehension. This additional support, we feel, is our responsibility. We must provide students an appropriate environment to work in.

This overall analysis has lead the Oakmont staff and community to develop a new vision statement:

Oakmont Elementary School engages every student in learning using a multitude of strategies in a family setting.

We also developed a new mission statement to better address the needs of Oakmont school:

The Oakmont Family works together to ensure that:

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- Oakmont has active and engaged students that develop lifelong learning skills (including seamless integration of technology and new curriculum/teaching practices).
- Oakmont engages every student with focused enrichment, grade level content, English Learner techniques and remediation. Thematic teaching links the disciplines together and higher level thinking skills are developed in all students.
- Oakmont staff collaborates at grade levels and team levels, focused on student achievement and using formative assessment to guide instruction.
- Oakmont's families and community (especially the college community) collaborate in meaningful ways with staff to create a vital, motivated learning community.
- Oakmont fosters positive leadership in all students by modeling, instructing and supporting strategies in mutual respect, conflict resolution and team learning.

Conclusions from Parent, Teacher and Student Input

Staff's conclusions were included in the Student Performance Data listed above. Parents and student input was gained through the School Site Council and is also included above. Both groups reviewed site and state level data and contributed to the goals for this year. Parents indicate a desire not only to address the needs of underperforming students, but also to focus on students achieving at or above grade level. The school is focusing on differentiated practices and thematic instruction that encourages and instructs students on how to exceed the activities and use higher-level thinking skills to increase the quality of student work.

Students indicate a need for engaging classrooms and playground activities that are motivating and fair. The school is engaged in grade level teams that plan and implement engaging classroom lessons. Our playground activities are also improving with increased structured activities at recess/lunch. Each class is also implementing the Caring Classroom Community program to increase students abilities to solve disputes and improve relationships with peers and adults.

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School Goals for Improving Student Achievement

English Language Development

ELA

All students at Oakmont Elementary School will improve their English Language Arts skills of reading fluency, comprehension, writing, listening and oral language.

Mathematics

Math

All students at Oakmont Elementary School will improve their Mathematic skills of number sense, mathematic reasoning, measurement, geometry, statistics, data, probability, algebra and functions.

School Climate

Student Engagement

Students, families and staff at Oakmont Elementary School will continue to implement a school wide management system that will improve overall student behavior in-class and on the playground, resulting in increased academic achievement. Students will be supported in becoming "Lifelong Learners" and participate in an active curriculum that engages them.

Technology

Technology

Oakmont Elementary School will implement a school technology plan, as part of the CUSD Technology Plan, to increase student achievement in all areas.

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Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal:ELA

Goal Statement

All students at Oakmont Elementary School will improve their English Language Arts skills of reading fluency, comprehension, writing, listening and oral language.

Student Group

All Students.

Performance Gains

All students scoring below Proficient are expected to gain Proficiency. Students who are Proficient and above are expected to continue to score proficient and above for each subsequent grade level.

Means Evaluating

Weekly, each grade level team will review formative assessment data and plan instruction. At each trimester, the primary and upper teams will meet to review CUSD Benchmark data and define practices for the following trimester. During the summer of 2008, Oakmont staff will evaluate achievement of this goal using STAR assessment data.

Group Data

CST Assessment Data, CUSD Benchmark Scores, LeapTrack Assessments, CELDT Scores, Student Progress Reports, Grade Level Formative Assessments

Description of Specific Actions to Improve Educational Practice

Classroom Paraprofessional

Means of Achievement: Improvement of instructional strategies and materials

Tasks: For students performing below "Proficient" - A Kindergarten Classroom, Grades 1-3 Classroom and Grades 4-6 Classroom Paraprofessional will provide small group and one-on-one support to develop reading/writing fluency, grade-level vocabulary and comprehension.

Measures: - Common grade-level formative assessments, CUSD Benchmarks and LeapTrack assessment.

People Assigned: - Joann Harte - 7 hours/day (5 days/week)
- Kathy Darchuck - 6 hours/day (3 days/week)
- Tyler Forrester - 6 hours/day (3 days/week)

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Salaries	\$22,616.00

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Curricular Paraprofessional

Means of Achievement: Increased educational opportunity

Tasks: For all students - Utilize small group instruction/leveled grouping to better address fluency, grade-level vocabulary and comprehension. To provide groupings, have 1/2 of class work twice per week for 30 minutes with PE Paraprofessional, once per week for 30 minutes with Library Paraprofessional and once per week for 30 minutes with Computer Paraprofessional.

Measures:

- Oakmont Master Schedule demonstrating small group time at every grade level.
- Common grade-level formative assessments, CUSD Benchmarks and LeapTrack assessment.

People Assigned:

- Lori Martinez - 3 hours/day (5 days/week)
- Connie McIntire - 1 additional hour/day beyond general fund
- Diane duPlessis - 5 hours/day
- Teaching Staff

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Salaries	\$11,959.00
Targeted Instructional Improvement Block Grant Site	Salaries	\$25,281.00

College Work Study

Means of Achievement: Increased educational opportunity

Tasks: For all students - College work study students work one-on-one with students in Language Arts to improve reading fluency, comprehension and higher level thinking skills.

Measures:

- Common grade-level formative assessments, CUSD Benchmarks and LeapTrack assessment.

People Assigned: - College Students (varies per semester/quarter)

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Salary Contribution	\$1,000.00

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LeapFrog Schoolhouse

Means of Achievement: Improvement of instructional strategies and materials

Tasks: For students performing below "Proficient" - Grades 1-6 students are pulled out 3 times per week for 20-30 minutes by Paraprofessionals to participate in LeapTrack program. Program focuses on developing fluency, grade-level vocabulary and comprehension.

Measures: - LeapFrog Schoolhouse assessment system (reported in Grade Level.Month of School)

People Assigned: - Lori Martinez - 2 hours/day
- Jackie Killam - 3.2 hours/day

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Salaries	\$18,344.00

America Reads Tutors

Means of Achievement: Extended learning time

Tasks: For students performing below "Proficient" - America Reads Tutors read with students in the third grade, once per week for 30-45 minutes focusing on fluency, grade-level vocabulary and comprehension practice.

Measures: - CUSD Benchmark Assessments
- Common Grade Level Assessments

People Assigned: - College volunteers (variers per semester/quarter)

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
After School Education & Safety Program	Volunteers	

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After School Remediation

Means of Achievement: Extended learning time

Tasks: Students scoring in the "Far Below Basic," "Below Basic" and "Basic" levels will attend one hour of remediation in English Language Arts two times per week after school to build fluency, grade-level vocabulary and comprehension.

Measures: - Common grade-level formative assessments, CUSD Benchmarks and LeapTrack assessment.
- Remediation programs assessment (SRA pre/post assessments, Read Naturally pre/post assessments).

People Assigned: - Michelle Rosas
- (TBA)
- (TBA)
- Connie McIntyre
- Lori Martinez
- (TBA)

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Summer School / Supplemental Instruction	Salaries	\$6,000.00

After School Remediation - Supervisor

Means of Achievement: Extended learning time

Tasks: For students performing below "Proficient" - Manage After-School Remediation Program (student enrollment and attendance, curriculum implementation, assessment and staff issues and absence).

Measures: - Common grade-level formative assessments, CUSD Benchmarks and LeapTrack assessment.

People Assigned: - Adriana Pineda

Start Date: 11/20/2007

End Date: 5/30/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Salary	\$3,604.00

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Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks: For all students - Grade level leadership and additional interested staff will participate in professional development in the areas of Differentiated Instruction, Thinking Maps and Professional Learning Communities.

Measures: Participation in professional development and instruction/sharing upon return in grade level, team level and staff meetings.

People Assigned: Various

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	Conference Registration and Substitutes	\$5,000.00

Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks: For all students - Each staff member will identify a "District Mentor" as part of their Professional Goals and observe that mentor and engage in professional conversations about instruction at least 2 times during the year.

Measures: Participation in professional development and instruction/sharing upon return in grade level, team level and staff meetings.

People Assigned: Various

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Professional Development Block Grant	Substitutes	\$2,000.00

Supplemental Materials

Means of Achievement: Alignment of instruction with content standards

Tasks: For all students, staff will use a variety of supplemental materials to support standards based English Language Arts.

Measures: - Common grade-level formative assessments, CUSD Benchmarks and LeapTrack assessment.

People Assigned: - All

Start Date: 9/5/2007

End Date: 6/12/2008

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Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Goal: Math

Goal Statement

All students at Oakmont Elementary School will improve their Mathematic skills of number sense, mathematic reasoning, measurement, geometry, statistics, data, probability, algebra and functions.

Student Group

All Students.

Performance Gains

All students scoring below Proficient are expected to gain Proficiency. Students who are Proficient and above are expected to continue to score proficient and above for each subsequent grade level.

Means Evaluating

Weekly, each grade level team will review formative assessment data and plan instruction. At each trimester, the primary and upper teams will meet to review CUSD Benchmark data and define practices for the following trimester. During the summer of 2008, Oakmont staff will evaluate achievement of this goal using STAR assessment data.

Group Data

CST Assessment Data, Scott Foresman Diagnostic Tests, Student Progress Reports, Grade Level Formative Assessment Data

Description of Specific Actions to Improve Educational Practice

After School Remediation

Means of Achievement: Alignment of instruction with content standards

Tasks: Students scoring in the "Far Below Basic," "Below Basic" and "Basic" levels will attend one hour of remediation in Math two times per week after school focused on number sense and mathematical reasoning.

Measures: - Common grade-level formative assessments, CUSD Benchmarks and publisher diagnostic assessments.
- Remediation programs measurements (SRA Math Schoolhouse pre/post assessments).

People Assigned: - Imetra Joiner
- Charliemae Randolph
- Lori Martinez
- Connie McIntyre

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Summer School / Supplemental Instruction	Salaries	\$6,000.00

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Classroom Paraprofessionals

Means of Achievement: Increased educational opportunity

Tasks: For students performing below "Proficient" - A Kindergarten Classroom, Grades 1-3 Classroom and Grades 4-6 Classroom Paraprofessional will provide small group and one-on-one practice of number sense and mathematical reasoning.

Measures: - Common grade-level formative assessments, CUSD Benchmarks and publisher diagnostic assessments.

People Assigned: - Joann Harte
- Kathy Darchuck
- Tyler Forrester

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Listed in ELA Goal	

Variety of Materials

Means of Achievement: Improvement of instructional strategies and materials

Tasks: For all students, staff will use of a variety of materials to support standards-based textbook series.

Measures: - Common grade-level formative assessments and CUSD Benchmarks.

People Assigned: All

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Work Study

Means of Achievement: Increased educational opportunity

Tasks: For all students, college work study students will aide students in mathematics lessons.

Measures: Listed in ELA Goal

People Assigned: - College Students (varies per semester/quarter)

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
School and Library Improvement Block Grant	Listed in ELA Goal	

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Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks: For all students - Grade level leadership and additional interested staff will participate in professional development in the areas of Differentiated Instruction, Thinking Maps and Professional Learning Communities.

Measures: Participation in professional development and instruction/sharing upon return in grade level, team level and staff meetings.

People Assigned: Various

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Professional Development Block Grant	Listed in ELA Goal	

Staff Development

Means of Achievement: Staff development and professional collaboration

Tasks: For all students - Each staff member will identify a "District Mentor" as part of their Professional Goals and observe that mentor and engage in professional conversations about instruction at least 2 times during the year.

Measures: Participation in professional development and instruction/sharing upon return in grade level, team level and staff meetings.

People Assigned: Various

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title II, Part A, Teacher & Principal Training & Recruiting	Listed in ELA Goal	

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Goal: Student Engagement

Goal Statement

Students, families and staff at Oakmont Elementary School will continue to implement a school wide management system that will improve overall student behavior in-class and on the playground, resulting in increased academic achievement. Students will be supported in becoming "Lifelong Learners" and participate in an active curriculum that engages them.

Student Group

All Students

Performance Gains

Increase of classroom instructional time.
Increase of student engagement in curriculum.
Support of families in need.

Means Evaluating

Progress toward the Language Art and Mathematics goals.

Group Data

Review of Goals 1 and 2.

Description of Specific Actions to Improve Educational Practice

Additional Health Aide Hours

Means of Achievement: Alignment of instruction with content standards

Tasks: For all students - Provide an additional hour of Health Aide service every day (district provides 5 hours per day) so student health and emotional issues are met.

Measures: - Documentation of additional hours (6 hours per day)

People Assigned: - Adriana Pineda

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
LEA Medi-Cal Billing	Salary	\$3,510.00

Single Plan For Student Achievement

Art Instruction

Means of Achievement: Increased educational opportunity

Tasks: For all students - Provide weekly art instruction by a trained professional to teach students art history, appreciation, theory and various medium production.

Measures:

- Oakmont Art Gallery
- Student participation in art events in Claremont
- Yearly survey of students/families.

People Assigned: Theresa Carvalho

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
CEF	Salary	\$3,150.90
School and Library Improvement Block Grant	Salary	\$4,332.00
Upper Grade Planning	Salary	\$2,980.00

Music Instruction

Means of Achievement: Increased educational opportunity

Tasks: For all students - Provide weekly music instruction by a trained professional to teach students music history, appreciation, theory and instrumental and vocal production.

Measures:

- Music schedule.
- Winter Sing and additional performances.
- Yearly survey of students/families.

People Assigned: - Donna Marie Minano

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
CEF	Salary	\$3,142.10
PFA Donations	Salary	\$6,857.90

Single Plan For Student Achievement

Student Support

Means of Achievement: Increased educational opportunity

Tasks: Ensure that every student comes to school "Ready to Learn" and has assistance in developing strategies to become a lifelong learner. Provide one-on-one counseling services to Title 1 students in need and small group behavioral improvement sessions to all students in need.

Measures: - List students receiving counseling services.

People Assigned: - Nancy White, MFCWW
- ULV Counseling Intern and Supervisor
- Staff

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Title I, Part A, Basic Grants	Salary	\$17,656.00
School and Library Improvement Block Grant	Salary	\$4,736.00

Youth and Family Support Center

Means of Achievement: Auxiliary services for students and parents

Tasks: For all students - Increase use of Youth and Family Support Center to assist families in supporting learning in their homes.

Measures: - List of number of families served by YFSC compared to list from past years.

People Assigned: - Edith Orcasitas

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Goal: Technology

Goal Statement

Oakmont Elementary School will implement a school technology plan, as part of the CUSD Technology Plan, to increase student achievement in all areas.

Student Group

All Students

Performance Gains

Students will achieve Technology Goals by demonstrating projects that show implementation of goal items.

Means Evaluating

Progress toward the Language Art and Mathematics goals.

Group Data

Review of Goals 1 and 2.

Description of Specific Actions to Improve Educational Practice

Hardware/Software Upgrades

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Computer hardware, software and network remains current with upgrades and new purchases. All students and staff use site computers easily to support learning and increase student performance.

Measures:

- Student/Computer ratio
- Computer lab schedule
- Rubric evaluation of student medial projects by students, staff and families

People Assigned: - All

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Microsoft Voucher Program	Hardware Purchase	\$7,338.53
Microsoft Voucher Program	Software Purchase	\$7,338.53
School and Library Improvement Block Grant	Hardware Purchase	\$11,000.00
School and Library Improvement Block Grant	Hardware Purchase	\$4,213.75

Single Plan For Student Achievement

Staff Use

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Staff utilizes technology for instructional activities (research, communication and support of instruction) and organization (attendance, grading and productivity). Staff will utilize the computer lab and in-class computers for student use in support of learning. Teachers will develop projects that integrate multidisciplinary units, using lab and classroom computers.

Measures:

- Rubric evaluation of
- Classroom/lab projects
- 4th grade school Newspaper
- 5th grade school Web Site
- 6th grade school movie (documenting the year)

People Assigned: - All

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Student Software

Means of Achievement: Improvement of instructional strategies and materials

Tasks: Students will utilize software that practices classroom concepts but also extends their learning with higher order thinking skills, use of media and creation of original projects.

Measures:

- List of software titles
- Rubric evaluation of projects

People Assigned: - All

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
Microsoft Voucher Program	See First Action	

Single Plan For Student Achievement

Student Use

Means of Achievement: Increased educational opportunity

Tasks: Students will learn to use a networked, desktop computer to support their acquisition of the CA State Content Standards. They will understand computer history, parts and applications. They will learn to use operating systems and basic features of maintaining computers.

Measures:

- Computer lab assessments
- Staff observation

People Assigned: All

Start Date: 9/5/2007

End Date: 6/12/2008

Funding Source	Related Expenditure	Estimated Cost(s)
No funding allocated.		

Single Plan For Student Achievement

Categorical Funding Allocated to this School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

English Language Acquisition Program (ELAP)

Program/Initiative Purpose	Amount
Funds to supplement regular school programs grades 4-8 and other related program services for English learner students.	\$1,675

School and Library Improvement Block Grant

Program/Initiative Purpose	Amount
The purpose of School Improvement Programs is for elementary, intermediate, and secondary schools to improve instruction, services, and school environment and organization according to school site plans developed by school site councils.	\$44,605
The purpose of the School Library Materials program is to provide funding for library resources including books, periodicals, microforms, audio-visual materials, computer software, CD ROMs, and equipment necessary to provide access to library resources wi	\$1,906

Targeted Instructional Improvement Block Grant Site

Program/Initiative Purpose	Amount
To provide instructional improvement for the lowest achieving pupils in the district.	\$51,073

Title III LEP Students

Program/Initiative Purpose	Amount
To provide supplementary programs and services to limited-English-proficient (LEP) students (known as English learners in CA). The purpose of the subgrants is to assist LEP students to acquire English and achieve grade-level and graduation standards.	\$4,148

Title I, Part A, Basic Grants

Program/Initiative Purpose	Amount
To ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education, and reach minimum proficiency on the state content standards and assessments.	\$86,308

Economic Impact Aid, English Learner Programs (EIA-LEP)

Program/Initiative Purpose	Amount
Develop fluency in English and academic proficiency of English Learners.	\$33,391

Single Plan For Student Achievement

School Site Council Members

Name	Represents	Contact Info	Reviewed Plan Date
Amy Weiler	Parent-Member	909-398-0313	11/15/2007
Coral Seiber	Staff-Member-SPED	909-398-0313	11/15/2007
Diane duPlessis / Theresa Carvalho	Staff-Vice President	909-398-0313	11/15/2007
Edith Orcasitas	Parent-Member-ELAC	909-398-0313	11/15/2007
Kevin Ward	Principal-Treasurer	909-398-0313	11/15/2007
Lorrie Brown	Staff-Member	909-398-0313	11/15/2007
Marcia Rodgers	Parent-President	909-398-0313	11/15/2007
Natalie Taylor	Staff-Member	909-398-0313	11/15/2007
Natalie Tinajero	Parent-Member	909-398-0313	11/15/2007
Sue Slocum	Parent-Secretary	909-398-0313	11/15/2007

Single Plan For Student Achievement

Recommendations

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

	Approval Date
1. School Site Council Members	
2. Plan Review Due Date:	11/15/2007
3. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.	
4. 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.	
5. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):	
English Learner Advisory Committee	11/5/2007
School Site Council	10/11/2007
6. 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 Local Improvement Plan.	
7. This school plan is based upon 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.	
8. The school plan was adopted by the council on:	11/15/2007
9. Public Notice Due Date:	11/15/2007
10. District Governing Board Review Due Date:	12/3/2007
11. School Site Plan Approved:	12/3/2007
12. Attested by School Principal:	12/4/2007
13. Attested by School Site Council Chairperson:	12/4/2007

Attested:

Kevin Ward		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date