

**Oakhurst Elementary School**  
**Quarterly Report**  
Quarter I: August 11 - October 7, 2022

**Conditions of Learning**

Oakhurst Elementary School offers reading labs, replicated after the Response to Intervention Model, in which students in Grades 1-5 receive an in-school reading intervention pull-out program in the Tier II or Tier III reading lab, four days per week. Students identified for Tier II reading lab work with the school's Reading Specialist. In addition, starting in QII, 15 selected kindergarten students will receive intervention once a week. A variety of assessments are used to monitor student progress. This data drives the instructional program in the classroom in which teachers can provide differentiation of instruction to meet the needs of their diverse learners.

Students who are identified as English Language Learners receive ELL instruction daily, integrated into the curriculum, with emphasis on vocabulary development, fluency, comprehension and writing. OES is in its second year of using a research-based computer program "Lexia English" to provide designated ELD instruction.

Teachers at OES have embraced effective research-based instructional strategies to bridge the achievement gap. Specifically, we know that active student engagement is key to learning. All teachers have been trained on Kagan Cooperative Learning structures and are successfully incorporating these research-based structures across the curriculum. Another effective strategy incorporated into the classroom is the use of small group differentiated instruction. Teachers group students in a variety of ways throughout the day to address specific skills. Students are working independently, working with peers in a cooperative group setting, or working with the teacher in a small group setting.

Social Studies and Science are disciplines which are integrated into the reading and math instructional program. Every classroom teacher integrates technology throughout their curriculum. All students in grades K-5 have their own Chrome Book and access a variety of instructional software programs on a daily basis, many of which are designed to meet the child's individual academic needs. Students also have weekly access to the library/computer lab. Students in Grades 3-5 have all been given a district email account, allowing them to access assignments, communicate with their teachers and peers, and to work collaboratively. The District's technology coach visits classrooms at OES on a weekly basis, assisting teachers in how to effectively integrate technology into their curriculum.

Students in Grade 2-5 also have access to an after-school Homework Club, provided three days a week for one hour, offered by a credentialed teacher. OES provides an after-school enrichment program to all students, named Eagle Academy. This program is offered every day school is in session from dismissal to 6:00 pm. The performing arts is a very important discipline at OES and on a weekly basis, the K-2 students are learning choral music and beginning in QII, Grade 3-5 students will be learning and reproducing beautiful art productions working with an art instructor courtesy of the Parent/Teacher Club.

- Professional Development for Teachers/Staff
  - I-Ready Diagnostics for Gr. K-5
  - I-Ready Diagnostic for first testing Window
  - Library Media Services with McSOS and OES
  - Writing across the grade levels; prompts and rubrics
  - Catapult Emergency Management System
  - Kagan Structures (active student engagement)
  - Monthly structured grade level planning time
- I-Ready Diagnostic Grade level Data for the first assessment period (8/15 - 9/2/2022):
  - English Language Arts; green is mid or above grade level; yellow is one grade level below; red is two or more grade levels below
    - School wide: 20% green; 41% yellow; 39% red
    - Grade 1: 10% green; 79% yellow; 11% red
    - Grade 2: 21% green; 39% yellow; 40% red
    - Grade 3: 20% green; 16% yellow; 64% red
    - Grade 4: 30% green; 38% yellow; 32% red
    - Grade 5: 22% green; 29% yellow; 49% red
  - Mathematics
    - School wide: 8% green; 52% yellow; 40% red
    - Grade 1: 4% green; 68% yellow; 28% red
    - Grade 2: 9% green; 51% yellow; 40% red
    - Grade 3: 5% green; 44% yellow; 51% red
    - Grade 4: 12% green; 44% yellow; 44% red
    - Grade 5: 10% green; 48% yellow; 42% red
- Dibels (Dynamic Indicators of Basic Early Literacy Skills) is a research-based assessment instrument; Scores by Grade level; assessments vary by grade level but include letter naming, phonemic segmentation, nonsense word fluency, correct letter sounds, oral reading fluency, word reading fluency, comprehension
  - Grade 1: 59% well below; 16% below; 15% at benchmark; 10% above
  - Grade 2: 41% well below; 11% below; 24% benchmark; 24% above
  - Grade 3: 35% well below; 22% below; 25% benchmark; 18% above
  - Grade 4: 19% well below; 16% below; 49% benchmark; 16% above
  - Grade 5: 27% well below; 19% below; 37% benchmark; 17% above
- California Assessment of Student Performance and Progress (CAASPP) results of Spring 2022 for students in Grades 3-5:
  - English Language Arts
    - Schoolwide: 39.5% met or exceeded standard in English Language Arts
    - Grade 3: 41% did not meet; 23% nearly met; 33% met/exceed
    - Grade 4: 21% did not meet; 35% nearly met; 42% met/exceed
    - Grade 5: 35% did not meet; 23% nearly met; 40% met/exceed
  - Mathematics
    - Schoolwide: 30.24% met or exceeded standards in Mathematics
    - Grade 3: 36% did not meet; 36% nearly met; 26% met/exceed
    - Grade 4: 25% did not meet; 33% nearly met; 40% met/exceed
    - Grade 5: 37% did not meet; 39% nearly met; 32% met/exceed

- English Language Proficiency Assessment (ELPAC); scores per Spring 2022 testing; Level 4 is highest; Level 1 is the lowest:
  - Kindergarten: L1 = 2; L3 = 1; L4 = 1
  - First Grade: L2 = 2; L3 = 4
  - Second Grade: L1 = 2; L2 = 1; L3 = 3
  - Third Grade: L2 = 3; L3 = 3; L4 = 1
  - Fourth Grade: L2 = 3; L3 = 6
  - Fifth Grade: L2 = 2; L3 = 3; L4 = 1
  - A total of four students redesignated English Proficient
- For the first semester, Response to Intervention (RtI) Reading Labs serviced 54 students (Grade 1-5); 15% of the population:
  - Grade 1 = 12; the remainder of first graders are deployed into three groups between Mr. MacDonald, Ms. Garvin and Ms. Newell for differentiated instruction
  - Grade 2 = 12 with 6 on watch
  - Grade 3 = 12 with 6 on watch
  - Grade 4 = 9 with 3 on watch
  - Grade 5 = 9 with 4 on watch
- English Language Learner program services 41 students
  - All new Kindergarten ELL students were administered the Initial ELPAC assessment in September. A total of 4 students were tested.
  - English Language Learner Program - 3 students were re-designated in September 2022
  - As of October 2022, a total of ELL students (37%) are receiving Reading Lab Support
  - All ELL students receive instruction in English and receive core curriculum instruction; a combination of designated and integrated instruction is offered
- Homework Club has 12 students registered; average attendance is 7 students per day
- The Eagle Academy (a free after-school program), currently has 33 students enrolled with 15 students on the waiting list
- Currently, there are 3 students in a 504 Plan
- Currently, there are 27 students on an active IEP for Speech/Language Services
- Currently, there are 17 students on an active IEP for Resource Specialist Program Services

### **Promoting Parent Participation**

Oakhurst Elementary School provides a variety of ways to keep parents informed about school activities, events and news to include monthly principal newsletter (principal message, parent newsletter, menu, monthly calendar of events), classroom newsletters, Blackboard Connect Robo-call system, email, parent conferences, and student report cards and progress reports. The District also employs a Spanish speaking liaison who works at each site to provide assistance in parent/teacher meetings and or conferences. Also, the District Bilingual Liaison provides Spanish translation for ELL families with a variety of communiqués for parents. Lastly, there are many opportunities for students and parents to get involved on campus that include:

- Volunteering in the classroom  
Chaperoning field trips
- Parent/Teacher Club Member
- School Based Coordinated Council Member
- English Language Learner Advisory Committee Member
- Parent/Teacher Club
- MASS Ski School Instructors
- Volunteer opportunities with a variety of School events (Spirit Night, WOW Week, Family Movie Nights, Fundraising, Jog-a-thon, Scholastic Book Fair)

### **Parent Outreach**

- Parent Square is our new form of communication via text, email and phone call; OES has 99% connectivity rate
- Daily attendance calls go out daily to verify absences
- Aeries parent portal for Grade 4-5 classrooms
- Information available on the OES webpage
- Parent Square used to post information to parents on a daily basis
- Back to School Night; percentage of parents in attendance (August 25, 2022)
  - Kindergarten: Guynn (33%); Forbes (43%); Hyak (38%)
  - Grade 1: Garvin (57%); MacDonald (67%); Newell (74%)
  - Grade 2: Elliott (74%); Mills (91%)
  - Grade 3: Messenger (55%); Rust (65%)
  - Grade 4: Biedermann (70%); Ramsey (38%); Smith (65%)
  - Grade 5: Burton (50%); Huddleston (65%); Ward (53%)
- Fall parent conferences scheduled. In October, 2022, teachers met with parents for a conference. Percentages as follows:
  - Kindergarten: Forbes (91%); Guynn (91%); Hyak (90%)
  - Grade 1: Garvin (95%); MacDonald (100%); Newell (91%)
  - Grade 2: Elliott (91%); Mills (90%)
  - Grade 3: Messenger (81%); Rust (86%)
  - Grade 4: Biedermann (95%); Ramsey (58%); Smith (93%)
  - Grade 5: Burton (100%); Huddleston (100%); Ward (92%)
- Accelerated Reader parent portal available for parents to check their child's AR points and reading library
- Daily and/or Weekly messages sent out to parents via Parent Square
- The newly designed OES website available to all parents via the District web page; information updated weekly
- District parent portal created offering a variety of parent resources
- Bilingual Liaison provided the following services:
  - attended ELL parent conferences in October
  - Met with two different families to obtain family background information for IEP reports

- o Met with several families at the beginning of the year to assist them on accessing Aeries Parent Portal
- o Working with speech/language specialist, administered assessments in Spanish
- o Works with 4 ELL kindergarten students 2-3 days per week, providing literacy support
- o On-going translation of various communiques to parents

Site Council Meetings: August 31; September 28; November 16

PTC Meetings: September 6; October 4; November 1

ELD Parent Meeting: August 17

### **School Climate**

Oakhurst Elementary School is a family oriented school in which all students are supported and feel connected to the school. Each Friday is Spirit Day, and all students and staff are encouraged to wear their school colors. Every third Friday we host our PRIDE Assembly. All students gather in the multipurpose room. The PRIDE Assembly is a time for the entire school population to gather as a community, as a family. Students, chosen by their teacher, are honored with a Student PRIDE Award and/or BUG (Bringing Up Grades) Award. The program ends with the singing of our school song. Students are also recognized on a quarterly basis for outstanding and perfect attendance. Monthly attendance reports are created and distributed to each teacher. Each quarter, classroom attendance reports are reviewed and attendance/tardy and/or SARB letters are sent home. At the end of each quarter, students earning a Citizenship Award are rewarded with a PE Extravaganza. Students come out to the blacktop and rotate from game to game! The extravaganza averages 115-120 first-fifth grade students each quarter! At the end of every semester, students earning an Academic Achievement Award are honored with a special field trip to the OES Cinema. On average, this event has 115 students in Grades 1-5 attending.

The K-Kids Club (fifth grade students) organize theme days throughout the year, such as Crazy Hat Day, Jersey Day, Twin Day, and Crazy Hair Day to name a few. A group of fourth and fifth grade students actively volunteer for a variety of jobs that include student valets, line leaders, recess monitors, tutors, and office assistants. Students know they can come to any adult if they encounter a problem. It's not unusual to see students in the principal's office discussing a problem and working together to find solutions. Teachers are the students' best coaches' cheerleaders, providing positive feedback, support and guidance throughout the school day. Each classroom developed their own mission statement and those are proudly on display in our multipurpose room. Students have been observed reading their classroom mission statement during lunch. In the mornings, those being dropped off by car or bus gather in the multipurpose room. Music is playing and the students can walk around the perimeter of the room prior to the start of school. Each week, the principal invites a class to join her for lunch. As part of the school-wide discipline plan, students are rewarded for positive behaviors in the class (following rules, directions, completing work) and earn a prize in the office. In addition, teachers address a specific virtue each month in which students learn about this virtue; what it looks like, how one displays it; virtues are respect, responsibility, gratitude, compassion, trust, friendliness, fairness, citizenship and cooperation.

## School Climate Indicators

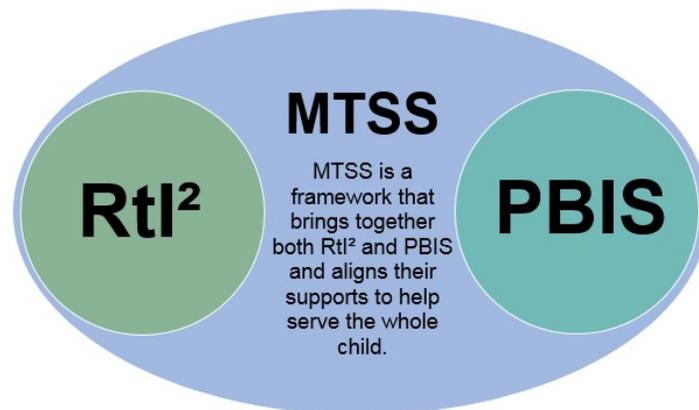
- Each classroom developed a mission statement and all mission statements are proudly on display in the MPR
- Each classroom created a PRIDE Poster, outlining what PRIDE looks like in the classroom
- OES K-Kids Club group organizes recycle Thursdays, Theme Days, ball cart, philanthropic projects and participates in community events. Total members = 35
- Morning Safety Patrol walks kinder and first grade students to class = 8
- Afternoon Kinder Bus Safety Patrol = 3 students
- The PRIDE Assembly honors PRIDE/BUG Award recipients. Assemblies this year are more intimate, scheduled once a month by grade level span (K-1, 2-3, 4-5) . Program includes: Pledge of Allegiance, acknowledgment of PRIDE/BUG Awards, along with Physical Education Points (PEP) bracelets, school announcements, and singing school song.
- The Eagle Academy, the after-school program run Monday – Friday from dismissal to 6:00 pm, current has 33 students enrolled. This program is run through Teaching Fellows, via a state grant.
- OES has 9 students participating in the Big Brothers Big Sisters Program every Tuesday afternoon through a partnership with True Value Hardware in Oakhurst
- Oak Creek Intermediate Leadership Program has 30 students visiting a kindergarten class every Wednesday morning
- Yosemite High School Partnership:
  - Big Buddy Program; 38 high school students are paired with 38 OES students; big buddies visit their little buddies every Friday (program begins 10/24 & 10/25)
  - There is one senior providing volunteer time at OES to earn senior service hours.
- A total of 104/114 students (91%) in Grades 1-5 earned a Citizenship Award for Quarter I and earned PE Extravaganza in October

Annual activities for students, staff and parents scheduled throughout the year include:

- Parent/Teacher Conferences (October and April)
- Curricular-based assemblies
- Curricular-based field trips
- Week of Words (WOW)
- PTC sponsored Family Movie Nights
- PTC sponsored Spring Jog-a-thon
- Quarterly PE Extravaganza for Citizenship Winners in Grades 1-5
- Semester PE Field Day for Academic Achievement Winners
- Walk for Life
- School-wide Recycle Program
- Back-to-School Night (held every fall)
- Big Brothers/Big Sisters Program
- Yosemite High School Big Buddy Program
- Oak Creek Intermediate Leadership Team Program
- K-2 Choral Music Program
- Grade 3-5 Art Program
- Grade 3-5 Running Eagles Club (Cross Country and Track and Field)

- Grade 5 K-Kids Club (Leadership organization sponsored by local Kiwanis Club)
- School-wide Spelling Bee
- Open House/BBQ/Scholastic Book Fair (held every spring)
- Holiday Show
- Variety Show
- Peach Blossom Festival at Fresno State University
- OES Scholarship Fund Drive

### Multiple Tiered Systems of Support (MTSS)



MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. MTSS has a broader scope than does RtI<sup>2</sup>. MTSS also includes:

- Focusing on aligning the entire system of initiatives, supports, and resources.
- Promoting district participation in identifying and supporting systems for alignment of resources, as well as site and grade level.
- Systematically addressing support for all students, including gifted and high achievers.
- Enabling a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of RtI and intensive interventions.
- Endorsing Universal Design for Learning instructional strategies so all students have opportunities for learning through differentiated content, processes, and product.
- Integrating instructional and intervention support so that systemic changes are sustainable and based on CCSS-aligned classroom instruction.
- Challenging all school staff to change the way in which they have traditionally worked across all school settings.

MTSS is not designed for consideration in special education placement decisions, such as specific learning disabilities. MTSS focuses on ALL students in education contexts.

## POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT (PBIS)

PBIS (positive behavior interventions and supports) is an architecture for addressing behavior through the prevention-oriented structuring of research-based interventions and supports in a hierarchical and progressive manner for the purpose of improved behavioral and academic outcomes. PBIS is an initialism most well-known to those working in schools and similar settings and comes from the federal Individuals with Disabilities Education Act (IDEA). In practice, this generally appears as 3 tiers of increasingly intensive and individualized behavior interventions and supports as well as a system of data collection and analysis.

Research based interventions (RBI) have many advantages and have become the standard of practice in many fields. Research Based Interventions (RBI):

- help legitimize and establish practices, fields, and professions, setting them apart as trusted, reliable, and creditable
- help establish baselines, standards, and norms to measure by and compare to
- create a kind of common and universal language and understanding of concepts, expectations, and outcomes
- help speed up progress by establishing what works and what does not, enabling others to build on top of these established outcomes rather than reinventing the wheel before moving forward
- allow many minds to look at and solve problems more quickly and efficiently (2 heads are better than one...)
- foster openness, honesty, transparency, and accountability
- establish a record of reliability
- provide peer reviewed hypothesizing, testing, and analysis of data
- apply the universally accepted scientific method
- lead to best practices and outcomes
- bolster, pull together, diversify, and solidify professional communities and circles of thought

## Social and Emotional Learning

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults:

- acquire and apply the knowledge, skills and attitudes to develop healthy identities
- manage emotions and achieve personal and collective goals
- feel and show empathy for others
- establish and maintain supportive relationships
- make responsible and caring decision.

The resources used to teach SEL lessons is aligned with the The Collaborative for Academic, Social and Emotional Learning (CASEL) framework, addressing FIVE broad and interrelated areas of competence:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship Skills
5. Responsible decision making

Just like our RtI structure for reading, PBIS is a 3-tier system. Here are the criteria that will help distinguish which tier a child can be on:

**Tier I...Classroom Support**

- Lessons delivered in the classroom by teacher and/or Behavior Paraprofessional
- Daily Lessons/activities; 15-20 minutes in length
- On-going monitoring and documentation of behavior issues using tracking form

**Tier II...Behavior Interventionist Support**

- Skill building intervention with small groups or 1:1
- Social Skills Intervention System Assessment
- Discipline/intervention data
- Behavior Support Plan
- Pre-SST Referral Process
- Check-in/Check-out
- Classroom accommodations
- Short-term crisis response

**Tier III...Psychologist Support**

- Behavior Intervention Plan
- SST Process with parents
- Manifestation Meeting
- Long-term Mental Health
- Referral for Consultation Checklist

This is a long-term process that will span multiple school years. Moving forward, here is a sampling of what we've accomplished thus far this year:

- Number of students receiving Tier II/Tier III support working with Behavior Interventionist (Counselor): Tier II = 18 students; Tier III = 2 students
- All students receiving Tier I support via classroom lessons using ReThink curriculum
- Scheduling monthly Pre-SST meetings to discuss academics and behavior issues
- PRIDE Eagle Mural on display in the MPR
- Classroom mission statements on display in the MPR
- PRIDE defined in each classroom, cafeteria, restroom and bus
- PRIDE Assemblies scheduled monthly in grade level spans (K&1, 2&3, 4&5)

**Updated as of November 7, 2022**