



*BASS LAKE JOINT UNION  
ELEMENTARY SCHOOL*

*DISTRICT*

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*“Every Child...a Promise”*

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**Oakhurst Elementary School**

**2017-18 Accomplishments, Progress, and other Reasons to Celebrate**

**GENERAL AREAS OF ACCOMPLISHMENT, PROGRESS, AND OTHER REASONS TO CELEBRATE  
(NOT CONNECTED TO A GOAL/AREA OF EMPHASIS):**

- The Great American Eclipse Day, August 21, 2017. All students were given eclipse glasses, provided a brief school-wide assembly about the eclipse, then everyone went outside to enjoy the viewing.
- A total of \$1,800 was raised by the student body for the YHS Community Awards Program. Three very deserving seniors who attended OES received a \$600 scholarship. The three seniors were invited to our last PRIDE Assembly so all the students could meet them.
- School-wide recycling program. A group of dedicated fourth and fifth grade students pick-up recycle boxes at every classroom, including the library and administration office.
- A Brag Tag Squad was created, consisting of fourth and fifth grade students, who are assigned a classroom. At the end of each month, the squad goes out to their assigned classroom and acknowledges everyone who earned perfect attendance for that month. Each child is given a Perfect Attendance Brag Tag to put on their backpack.
- A beautiful attendance mural was created in the MPR by a parent volunteer who is a talented artist. Each month, any child who earned perfect attendance has their name on display.
- A positive partnership with Yosemite High School with our Big Buddy Program. Working with YHS teacher, one child from every classroom is assigned a big buddy. They group comes to visit each Friday for 1.5 hours.
- OES created a beautiful yearbook which included every single child in the school. The book highlighted pictures by grade level.
- The volunteer PE Program, coordinated by Mr. Mike DeCarli (retired teacher and grandfather of OES students), brings in parent volunteers to orchestrate a PE program emphasizing active participation, promoting both skill and cardio exercise, along with developing strong sportsmanship.
- Offering PE Extravaganza each quarter for those students who earn Citizenship Awards in Grades 1-5. This is a very popular event and each quarter, more students work hard to earn this fun event.

- OES brought in two science based assemblies for all the students that were aligned to science. In the fall, a STEAM Assembly came to OES, providing workstations, exposing students to a wide array of activities aligned to STEAM (Science, Technology, Engineering, Art and Mathematics). The Sky Dome Planetarium visited OES providing information about our solar system in the spring. The students took a 45 minute journey through our solar system, becoming budding astronomers as they learned about the planets and constellations.
- Fifth Grade offers a live “Wax Museum” with students dressed up as famous persons. These famous persons come from all fields; music, art, sports, science, literature, politics, naturalists/environmentalists, stage and screen, agriculture, dance, etc. The students spend time researching their famous person then embody this person at the Wax Museum, providing details of the life of their famous person.
- The Parent/Teacher Club this year provided a plethora of fun activities and events for our students, parents and staff. The Winter Wonderland Dance was quite popular, as we had students from Grades 2-5 enjoying an evening of dance and hanging with their friends.
- Fifth Grade students were treated to a special art program, courtesy of the Madera County Art Council. An artist came to provide an interactive workshop on basket weaving, with students creating beautiful Native American baskets
- Students at OES love listening to talented storytellers. In March, a storyteller, through the Mariposa County Arts Council, shared riveting stories to all the students at an assembly as part of our WOW Week Celebration.
- Mrs. Murphy scheduled a weekly lunch date with every single classroom each semester; each classroom had their special lunch with Mrs. Murphy twice. Using a google slide show, time spent with the students included stories about her and her dog Archie. With the older students, time spent included getting their thoughts on school activities and events.
- Through the generosity of the OES Parent/Teacher Club, six new trees were planted on the playground to provide much needed shade in the future.
- The Big Brothers/Big Sisters Program is offered every Tuesday afternoon. The program matches a “big” to a “little”; This year, a total of 14 students participated. This program is funded through the generosity of the Bryant Family of True Value Hardware in Oakhurst.
- The Oakhurst-Sierra Kiwanis Club awarded OES a grant to purchase the children’s book “I’m Not Scared...I’m Prepared” by Julia Cook to all classrooms. The book was the springboard to teach emergency procedures to students in the event of a active shooter scenario on campus.
- Every spring, students at OES participate in the annual Peach Blossom Festival at Fresno State. This year a total of 85 students participated; with first grade as the “large” group!
- The PRIDE assembly honors students earning a PRIDE or BUG (Bringing Up Grades). School-wide program is scheduled every three weeks. Program includes: Pledge of Allegiance, acknowledgment of STAR and/or BUG Awards, school announcements, other student acknowledgments and end with singing school song.

## *LCAP GOALS:*

### High Quality Instruction

- All teachers implemented the newly adopted Wonders English Language Arts Program for K-5. Monthly grade level planning meetings provided teachers and principal time to engage in productive conversations as well as providing the time for teachers to plan curriculum, ask questions to one another, and collaborate on the best instructional strategies to use for each unit.
- All curricular materials used are aligned to the Common Core State Standards.
- Teachers are effectively integrating social studies and science themes into their language arts program. Wonders provides the connections with these two curricular areas into the language arts program.
- Writing is an essential component of language arts, and all teachers provide students direct instruction and guidance in the art of writing, as aligned to grade level standards. Each grade level also administers writing assessment to monitor growth; writing structures aligned to the Step Up to Writing Curriculum.
- Teachers just completed the second year of Eureka Math and are knowledgeable on the edicts of teaching each module. There is constant reinforcement of teaching math concepts as well as application of skills in tasks.
- Grades 3-5 chose to present SBAC aligned math performance tasks as the emphasis of their coaching observation with principal. The principal observed groups of students working together to apply math skills to challenging math performance tasks. Teachers had each group present their work to the class.
- Primary teachers (Grades K-2) provide direct, differentiated instruction by offering centers. Activities align to language arts and math; a teacher directed center is always part of the rotation. Kagan structures are also used, and structure administered is dependent upon specific learning task to be achieved
- Intermediate teachers (Grades 3-5) provide direct, differentiated instruction by assigning tasks that require group collaboration; we know students learn by working with others and this is done in all curricular areas. Kagan structures are also used, and structure administered is dependent upon specific learning task to be achieved
- All certificated teachers were visited by principal for two coaching visits. The process includes a pre-conference with principal to discuss goals/objectives and focus area of observation, the observation, then a post-conference follow-up. Teachers have seen this process as a very positive one, as they receive feedback on the focus areas) discuss
- Grade level planning meetings provide teachers collaboration to discuss topics which have included curriculum and instruction, assessment, social/emotional and behavior issues with students, data collection, instructional strategies, integration of technology, and many other issues of the common good
- A total of 132 students in Grades 1-5 earned an Academic Achievement Award for the First Semester and were treated to a Movie Extravaganza at the Yosemite High School Theater.
- A total of 153 students in Grades 1-5 earned an Academic Achievement Award for the second semester and enjoyed a movie extravaganza in the OES Theater.
- A total of 12 fifth grade students earned the Presidential Gold Seal Certificate (4.0 GPA)
- A total of 14 fifth grade students earned the Presidential Silver Seal Certificate (3.5-3.9 GPA)

- Recent SBAC 2018 spring report reflects an increase from last year to this year in students meeting/exceeding standards in ELA for Grades 3-5; increase in math for Grade 3 only and grades 4&5 remained the same
- Physical education is another important discipline. All teachers provide the 200 minutes of PE instruction within a ten-day period mandated by the state. In grades K&1, an OES teacher has taken the task of providing weekly structured PE for all the students. OES is fortunate to have a volunteer, a retired PE coach and teacher, working with students and teachers in Grades 2-5 on a weekly basis to provide PE lessons. All the activities are geared toward active participation, promoting both skill and cardio exercise, along with developing strong sportsmanship. The students enjoy the competitive nature of their coach, participating in classroom tournaments in four square, kickball, basketball and volleyball. Surprisingly, the students have really enjoyed skip jumping and hoola-hoop contests.

### **Caring and Secure Environments**

- All certificated teachers received training on ALICE (Alert, Lockdown,
- All classrooms, library, and MPR are equipped with “pins” at the door; so in case of an emergency, the pin is pulled and the door is shut and locked from the outside. No one can gain entry without a key.
- Monthly fire drills are scheduled to practice evacuation and line-up procedures
- Quarterly lock down drills are scheduled to practice procedures both in and out of the classroom; lock down drills included the following: pull of pin while everyone in the classroom; where to evacuate when everyone in MPR; procedures of getting to MPR during a drill when students out at recess
- Each teacher equipped with a red emergency bag housing class lists, emergency medical supplies, evacuation maps, contact lists
- Cameras installed around campus
- All visitors must report to the office during school hours; check in and wear visitor or volunteer badge while on campus at all times
- Safety Plan available to emergency personnel; plan will be updated per new state and district requirements
- OES Emergency Binder updated and available for emergency personnel
- Selected fourth and Fifth Grade provided line leadership to kindergarten and first grade classrooms departing the MPR in the morning to the classroom.
- Selected fifth grade students provided line leadership for the kindergarten students riding a bus every afternoon
- Yard Supervisors and teachers received training on the art of supervision on the playground; it’s active supervision along with the need to help students become solution providers when problems arise
- Smoke Bear and his friends with CAL Fire visit OES primary students every year to discuss fire safety and other safety topics with students; Smokey visited all K-2 classrooms and preschool
- Deputy Jack Williamson from the Madera Sheriff’s Department, provided ALICE (Alert, Lockdown, Inform, Counter, Evacuate) training to District staff, and parents in the community. Another parent training was offered at an evening Parent/Teacher Club meeting.

## Individualizing Academic Challenges for All

- 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. Those identified for Tier III reading lab need more intensive instruction and work with the school's Resource Specialist. 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.
  - Response to Intervention Reading Labs serviced 81 students in Grades 1-5 in the First Semester. Reading labs offered four days a week.
  - Response to Intervention Reading Labs serviced 79 students in Grades 1-5 in the Second Semester. Reading labs offered four days a week.
  - Response to Intervention Reading Lab served 15 kindergarten once a week beginning in the Second Semester.
  - A total of 11 kindergarten students to receive additional small group language arts intervention two times per week with Tier II instructional assistant.
- Students who are identified as English Language Learners (total of 55 students), receive ELL instruction daily, integrated into the curriculum, with emphasis on vocabulary development, reading fluency, comprehension and writing. Teachers at OES have embraced effective research-based instructional strategies to bridge the achievement gap
  - English Language Learner program services 55 students; emphasis for Grade 3-5 students was meeting 80% of their AR goal and working with LEXIA software for a minimum of 20 minutes per day.
  - English Language Learner Program - 9 students were re-designated in September 2017
- Homework Club has 41 students registered; average daily attendance is 16 students per day
- Fifth grade provides "platooning", by which students are grouped by academic levels to receive math instruction
- A cumulative total of 52 independent study contracts were issued/approved (35 students)
- All classrooms provide differentiation of instruction via small group instruction to meet the needs of all learners
- The use of Accelerated Reader Program and LEXIA Core 5 for reading provides individualized instruction; teachers can assign individual reading goals for AR and LEXIA has students' assessed to identify specific areas of need
- Eagle Academy, an after school enrichment program, provides enrichment and homework time for 32 students.
- Research supports 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. An OES teacher serves as our Kagan Coach, having attended several Kagan workshops the past three years. Each quarter, the Kagan Coach spends a day providing coaching and/or modeling

of the use of Kagan Structures with all classrooms. She also provides staff development at meetings scheduled throughout the year.

- Social Studies and Science are disciplines which are integrated into the reading and math instructional program. Many teachers are providing lessons in STEAM, with emphasis on science and technology in the classroom using Mystery Science. Mystery Science is aligned to the National Science Standards and offers a plethora of science lessons and activities for K-2 students.
- 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. In addition, 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. In addition, each teacher actively models digital citizenship and uses CommonSenseMedia.org for curricular support. Students working with the technology coach are learning various concepts in computer science. Specific skills taught are grade level appropriate, and include coding, robotics and google classroom.

## **Involved Stakeholders**

- Monthly Parent/Teacher Club meetings
- School Site Council Meetings (scheduled six times per year)
- Parent involvement at OES school events or activities
  - Volunteering in the classroom
  - Volunteering with the PE Program
  - Attending parent/teacher conferences
  - Attending monthly PTC meetings
  - Attending Site Council and Bilingual Advisory Committee meetings
  - Attending events: Back to School Night, Kindergarten Kick-off, Spirit Night, parent conferences, Family Movie Nights, Scholastic Book Fair, Math Festival, Holiday Show, Variety Show, Classroom presentations, Safety Meetings, chaperoning field trips, Peach Blossom Festival, Open House, Jog-a-thon
- Fall parent conferences scheduled. In October, 2017, teachers met with parents for a conference; School wide parent attendance was 93.6%
- The annual Open House/BBQ/Scholastic Book Fair and Math Festival event was held on March 23, 2018. In spite of torrential rain and lightning, the average of K-5 participation was 56.4%
- Spring parent conferences scheduled in April, 2018, teachers met with parents for a conference. The average participation was 88.7%
- Bilingual Liaison attended 42 parent conferences in October, and 44 in April. She attended 12 IEP meeting (six which were tri-annuals or initials requiring parent assessment/meeting). In addition, she provides speech and language assessment in

Spanish. She is in constant communicate with our ELL families to keep them informed of school activities/event, issues/concerns via text, phone calls, emails and Facebook.

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## **DISTRICT AREAS OF EMPHASIS FOR 2017-18 UPDATES:**

### **Area of Emphasis #1: Increase student attendance**

- A total of 32 students earned Perfect Attendance for the ENTIRE YEAR and earned a shopping spree at the Scholastic Book Fair in June
- A total of 194 students (48.3%) have met the District requirement of a 96% or higher attendance rate in the First Semester.
- A total of 159 students (38.5%) have met the District requirement of a 96% or higher attendance rate in the Second Semester.
- Students earning perfect attendance each month are acknowledged with an attendance brag tag and their name is displayed on the rainbow mural in the MPR
- The August 2017 - May 2018 average school-wide attendance rate was 94.9%
- Monthly classroom attendance rates are distributed to each teacher and reported to Site Council
- Every monthly principal newsletter includes a page on the importance of attendance, edicts of chronic absentee issues and SARB procedures

### **Area of Emphasis #2: Modify classified evaluation forms to enable improved feedback on job performance**

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### **Area of Emphasis #3: Continue to provide periodic financial and budget updates to the Board**

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### **Area of Emphasis #4: Continue to support professional development for all staff**

- Professional development is a major tool in improving student learning. The research is clear of the importance to students that their teachers have consistent access to high-quality professional development, with focus on teaching and learning of specific

academic content and developing strong working relationships through collaboration makes a difference in student achievement. EARly release Mondays provide time for professional development. District and School Staff Development included the following topics:

- District-wide: Mandated Reporting, Suicide Training, Project Protect, Active Shooter Training (ALICE), Mandated Reporting; PBIS; Special Education; Autism Training,
- School: Renaissance Learning (AR and SBAC correlations) for Grade 3-5 teachers; B.E.L.I.E.F. ELL MOdel; Renaissance Learning (AR and SBAC correlations); ELL Focus Group (closing the achievement gap); STEAM presentation; Safety Meeting (lockdown scenarios and procedures); Wonders Webinar (Gr. K-5)
- School: Monthly grade level meetings scheduled to provide collaboration and curricular planning for all K-5 teachers

### **Area of Emphasis #5: Nurture a positive school culture and climate at all school sites as evidenced by PBIS data**

- PBIS focus areas (PBIS Tiered System). Goal is prevention before referral. Goals are Tier II and Tier III implementation.
  - Tier I: PRIDE posters, Classroom Dojo, Classroom mission statements, Student generated list of classroom rewards, Lunch with Principal, Eagle Mascot, Teaching expectations, PRIDE Mural, Attendance Mural, Brag Tags (Academic Achievement, BUG and Attendance), Brag Tag Squad, Discipline Dashboard data, Pride Spirit Wear, PRIDE Assembly (every third Friday), Valet Team, K-Kids Club, Kinder Bus Line Leaders, Breakfast Club Line Leaders (for kinder and grade 1 only), Social and Emotional Curriculum, Monthly PBIS Team meetings, PBIS Book of edicts, Active Playground Supervision
  - Tier II: Discipline and intervention data, behavior contract, office referral flowchart, SST referral process, Environmental modifications, Check-in/Check out
  - Tier III: Counseling pull-out for social skills, Referral – assessment placement plan
- Data from Aeries Discipline Dashboard reports a decrease in the number of suspensions from this year to last; decrease in the number of bus citations from previous year; total of various infractions accumulated decreased from last year to this year
- OES K-Kids Club group organizes recycle Thursdays, Theme Days, ball cart, philanthropic projects and participates in community events. Total members = 24
- Morning student valets, greeting parents dropping off their children from 7:30 am – 7:55 am. A total of 13 teams were created. Total members = 48
- Fourth/Fifth grade Line Leaders in the MPR, when students dismissed to class at 7:55 am. Total members = 8
- A total of 243 students (73%) in Grades 1-5 earned a Citizenship Award for Quarter I and were invited to PE Extravaganza in October.

- A total of 257 students (77%) in Grades 1-5 earned a Citizenship Award for Quarter II and were invited to PE Extravaganza in January.
- A total of 245 students (72%) in Grades 1-5 earned a Citizenship Award for Quarter III and were invited to PE Extravaganza in January.
- An estimated number of 250 in Grades 1-5 will earn a Citizenship Award for Quarter IV and be invited to PE Extravaganza in June.