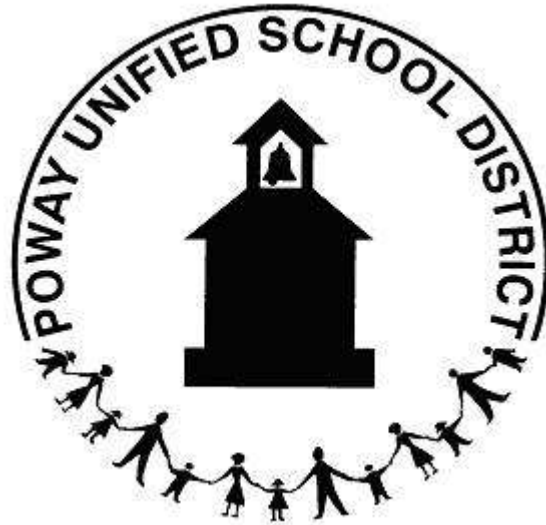


**Oak Valley Middle School  
Single Plan for Student Achievement  
2011-12**



**College Readiness for All –  
Gateway to Our Students' Future**

*Ensuring the highest levels of success  
for each and every student, with commitment to  
**Rigor, Relevance, and Relationships***

*This plan meets the content requirements of amended Education Code 64001 for a SPSA. It provides a single comprehensive school plan to improve the academic performance of students. Completion of the plan satisfies requirements of all programs for which the school has an allocation in the California Consolidated Application for categorical funding.*

## **Table of Contents**

### **I. Vision and Organizational Directions**

*How will we connect our school and our efforts to the larger PUSD Strategic Vision of “College Readiness for All?”*

- A. PUSD Strategic Vision
- B. Site Organizational Directions

### **II. Assessment, Evaluation, and Analysis of Student Learning**

*How will we know students are learning and where are the gaps? An analysis of student learning, progress toward closing the achievement gap, and attaining college readiness.*

- A. Site Assessment Plan
- B. Data Reports
- C. Data Analysis – Previous Year Goals, Areas of Strength, Areas of Need

### **III. Teaching and Learning**

*What are we going to do differently to ensure students are on track to graduate college-ready?*

- A. Site-Based Literacy Plans
- B. Level Transitions

### **IV. Safe and Supportive Schools**

*How will we ensure students are provided an environment that best supports achievement?*

- A. School-wide Behavioral Support Plan
- B. Drug Abuse Education Plan

### **V. Funding and Governance**

*How will our organizational, human, and monetary resources align with our efforts?*

- A. Programs/Funds Included in the SPSA
- B. Centralized Services
- C. Assurances and Signatures
- D. Budget Development Forms (One form for each state/federal program with funds in the SPSA)

### **VI. Addendum (Optional) and/or Title I Schoolwide Plan Addendum**

### **VII. Appendices**

- A. Blank Literacy Plan Worksheet
- B. Allowable Uses of Funds for Specific State and Federal Categorical Programs

## **I.A. VISION AND ORGANIZATIONAL DIRECTIONS - PUSD STRATEGIC VISION**

### *“College Readiness for all – Gateway to our Students’ Future”*

In 2001-02, the district engaged in a strategic planning process. The resulting district plan identified two goals: Increase achievement for all students through a comprehensive literacy effort, and provide a physical learning environment to support learning for all students. The years 2002-2008 accompanied a period of intense focus on the ongoing use of data to drive improvements in student learning, as well as on closing the achievement gap. These initiatives furthered the growing understanding that our most important work is to ensure that all students leave the district college ready.

As our district has engaged in the most current iteration of its strategic vision for 2008-2014, the literacy focus has sharpened. “College Readiness for all – Gateway to our Students’ Future,” a framework comprised of the themes of Rigor (High Expectations for all), Relevance (Engagement of all students), and Relationships (Personalization of learning opportunities) now assumes the forefront of all of our efforts. With this in mind, our school’s mission has been formed.

District organizational values and areas of focus to reach the strategic vision:

- 1) PUSD Culture
- 2) Equitable Access to Rigorous and Engaging Learning Experiences
- 3) Capacity Building
- 4) Multiple Pathways
- 5) Organizational Support Systems

## **I.B. VISION AND ORGANIZATIONAL DIRECTIONS - SITE ORGANIZATIONAL DIRECTIONS**

The district vision of “College Readiness for all – Gateway to our Students’ Future” provides the foundation for the direction of our site efforts. To support the districtwide core values, our school will focus on multi-year initiatives:

### **PUSD Culture**

---

The behavior policy at Oak Valley is centered on the principle that optimum learning can only occur when each student operates in an environment that is emotionally and physically safe. Key to this is the belief that each student and each adult must be responsible for his/her actions, a reliable contributor to the school community and respectful of others. School-wide Positive Behavior Support is more than a behavioral system. It is a means of nurturing an overall positive feeling for every student, staff member and visitor on campus. In an effort to develop this climate, in 2004 our initial Leadership Team was deeply focused on developing positive and healthy relationships throughout our community. Our principal attended the Center for Adaptive Schools’ Summer Leadership Institute. She returned with many strategies to share, including how to develop shared norms and values. Other strategies include such things as how people talk to one another, how we treat all members of our school community, what we talk about, and agreement on what is most important and what the essential goals and standards for student performance are. How teachers view students is the key to a successful SWPBS system.

These strategies were essential in developing our positive climate, which would in turn dovetail perfectly with the SWPBS. As our doors opened, we focused on showing students HOW we would like them to behave. We started with a focus on our school-wide “book lessons”. Our first year, every class devoted 50 minutes to reading the book How Full is Your Bucket, which is all about the power of positive interactions. We led the students as we read chapters aloud from the book, and then facilitated dialogue and discussion on each chapter, basing these lessons around Adaptive Schools strategies. This gave our students the skills to become “respectful listeners”. This was an essential key to our early success, as we were bringing in all of our students from a variety of middle schools and elementary schools, each carrying with them many beliefs and fears of discipline and power. After these initial two weeks of the book lessons, we then went to weekly lessons centered on how to behave and how to learn at Oak Valley. We continued focusing on relationship building, effective communication and team building. In subsequent years, we adapted the book lessons so it is now structured for 6<sup>th</sup> grade students to explore How Full Is Your Bucket; 7<sup>th</sup> graders read 7 Habits of Highly Effective Teens, focusing on the first three Habits; 8<sup>th</sup> graders focus on the last four Habits. All of these weave the communication and relationship skills throughout the two weeks of lessons.

During our third year, we found the need to focus on Common Expectations. The first two days of school, every teacher every period focuses on our school-wide Common Expectations. These are written in positive language and are addressed to ALL “respect-worthy Falcons”, which means every student AND every adult will follow the expectations. We teach our students how to achieve these expectations, and then give respectful reminders throughout the year. These expectations encompass a wide range of behaviors, including how to walk in the hallways, respect towards each other and adults, technology use, and respecting our campus, among others. Several additional strategies are used to ensure a safe campus. All students are provided with a copy of our Falcon Planner, and all families are provided with our Family Handbook. Both documents include the formal Code of Conduct, discipline and consequences based on state Education Code and District Board Policy. They also include our student-developed dress code and behavior expectations, academic honesty, bullying, good character, hate behavior and harassment policy. Classroom management policies are explained to students clearly defining expectations for achievement and good citizenship. Campus life is viewed as a cooperative setting where students are guided to be responsible and make responsible choices.

Throughout the school year, each week we have our school-wide Monday Lessons. We reinforce our common expectations, learning strategies, and targeted behaviors such as bullying, harassment, peer pressure and academic honesty. If an issue comes up in our school, we develop a Monday Lesson to address that issue. Our most recent example was an increase in bullying reports, so we devoted three weeks to lessons focused on our students developing No Bullying Proposals. In January, several of our parents have volunteered to be judges of the top 25 proposals, with the goal of selecting three or four of these proposals for full implementation in our school. Our students have always helped us with solutions to improve our school, and we always seek and honor their voice in the solutions.

We also believe successful behavior is based on respecting the dignity of each individual. If a student makes a choice to display negative behavior, he/she is quietly asked by the teacher to have a private talk or to fill out a Refocus form. This form helps them reflect on their behavior, and why they are choosing to display it. Typically, this allows them to quickly readjust their behavior and return to class ready to learn. If a student continues to choose disruptive behavior, our Behavior Support Call system is used. This is for any behavior that causes a disruption in learning on our campus. The teacher calls the Welcome Center, who then informs one of the OAK Team, which includes our principal, assistant principal and counselor. One goes to the classroom, meets briefly with the teacher and student, then works one on one with the student to adjust behavior. In order to reach a positive resolution, the student is counseled and guided toward making better choices. Parents are also contacted and their support is enlisted as we problem solve together how to best change the behavior of the student and “make it right”. The student is also assigned a reflective writing assignment focusing on their behavior and why it was disruptive. The student is then returned to class, ready to learn. Typically, this takes 10-15 minutes. Each support call is documented and entered into our computer Student Information System for future reference, providing us with needed data to analyze for effectiveness of future practices.

### **Equitable Access to Rigorous and Engaging Learning Experiences**

---

In order to provide our students with rigorous and college-ready curriculum, Oak Valley's work will continue to focus on, as Marzano states, a "Guaranteed and Viable Curriculum". Our teachers have been working collaboratively to develop a working curriculum to guide teachers regarding which standards will be taught, by when, at each grade level and each subject area. By the end of the [2011-2012](#) school we will not only have the curriculum maps for each teacher to use, we will have the corresponding resources and assessments. Each map will have a timeline to ensure that the curriculum is viable.

We will continue to develop and reinforce an unyielding belief and sense of urgency to ensure that all students achieve academically at high levels. This journey was started as we opened, and now needs to be refined. Research will be focused on how we can best close the African American achievement gap. As we are involved in that, we will also find ways to change from overall school "Flatline" results, and turn that trend to continuous improvement. Additionally, we will be exploring ways to ensure that EVERY student grows by at least 3% in MAP and/or STAR data each year.

One of the tangible products from our collaborative work is the development of our guaranteed and viable curriculum (GVC). Research tells us that having a “well-crafted, focused, valid and clear curriculum” has the strongest effect on student achievement for *all* students (Carolyn et al, 2009; Cawelti & Protheroe, 2003; Center for Comprehensive School Reform, 2006; Marzano, 2003; Virginia Department of Education, 2000). Our curriculum maps are now in place and they are time-sensitive, prioritized and sequenced, and posted on our *teacher shared drive* for all grade levels and all subjects. This laser-like focus on curriculum alignment has been shown to reduce the achievement gap and provide equitable access to a focused, rigorous, and comprehensive education

### **Capacity Building**

---

Oak Valley's collaboration is both formal and informal. Formally, each Tuesday, our students come to school late, so our staff can meet for 70 minutes. Professional time is dedicated solely to collaboration. This is sacred, protected time. We gather as either an *all team* (entire staff) or in teacher-led *small teams*. The types of meetings alternate every other week. The day before small-team collaboration time, teachers report to the principal's secretary: who will be attending their small-team meeting, what will be the focus of the discussion, and the group's meeting place. Teachers can then choose to switch between groups based on need or interest. Sometimes it is a grade level or subject team and other times it could be across grade levels to articulate on any topic. The OAK Team (Administrative Team) circulates to observe each team's progress. One of our “non-negotiables” is that during small-team time teachers will collaborate with one another to discuss curriculum, instruction, or assessment, exclusively. The main purpose of these meetings is to support teachers so that they can deliver a high-quality curriculum and to reassure them as they experiment with new practices.

During all-team meetings, the entire staff typically meets in the Multi-Purpose Room (MPR). All-team meetings are *really* workshops. Our workshops are structured in a short-presentation format with breakout time allowing small groups to engage in honest discussion and dialogue. Armed with the norms of collaboration, our workshops are designed to surface deeply held assumptions, beliefs, and perceptions in order to help us arrive at a common ground. The workshops focus on a variety of themes: team building, culture and climate, relationship building, public relations, guaranteed and viable curriculum, common course assessments, and common grading practices. These workshops also ensure we unearth issues that could potentially derail the collaborative process if we left them unaddressed. We affectionately refer to these types of issues as “Elephants,” or courageous conversations about tough topics that will benefit our kids. One of our most sacred

traditions is placing *the chair* (a small chair with teachers' signatures embossed on it) on a table in front of our all-team workshop. It reminds us that the decisions we make must put what is best for our kids first.

Informally, after being immersed in the normative practices of collaboration, teachers and other staff members use these tools to discuss ideas outside of our structured "professional time," before and after school, during passing periods or while at lunch. At all times we remind each other to really listen to each other so that our work honors the hard work of each individual. We want to understand why a person thinks about the situation the way that they do. Democratic thinking demands active listening skill.

Additionally, our small team collaborative practices improves student learning by ensuring that teacher teams have dedicated and protected time to work together, talk together, plan together and ultimately to learn from one another. In doing so, teachers have begun to explore common grading practices, to develop common assessments, and to systematically and strategically align curriculum to the State's standards. As new teachers join our staff, these small-team meetings become wonderful learning opportunities. No one has to work alone to provide excellent curriculum and instruction for our students. Professional Time in the small teams is monitored by small teams themselves, by observations from the OAK team, and teacher input. Discussions of effectiveness are done at all team meetings, as needed.

From the outset, it was clear that a democratic, collaborative culture necessitated a shared leadership model of organization. Major and minor decisions about all aspects of the school are made by the whole staff, using the communication tools we learned from Adaptive Schools. Over the years, as Oak Valley has grown in size, both students and staff, new and returning staff are trained and refreshed on the norms each fall. While the faces often change, the process of learning, relearning and deepening of skills continues and persists.

## **Multiple Pathways**

---

Differentiation will continue to be a focus area, led by teachers. Student Achievement Plans have been developed identifying specific students considered to be at-risk in a variety of areas. Teachers and support staff will monitor these students, meeting each trimester to discuss progress and continued intervention with teaching team and administration.

Selected students may be able to participate in an elective where they would be trained to be peer tutors/mentors in the classrooms! 8<sup>th</sup> grade students could mentor 6<sup>th</sup> grade students and help students in the classroom as well as assist teachers.

The After School Program will consist largely of two parts: Homework Club and The Khan Academy Math Tutorial. The HW Club will be a quiet place for students to complete their assignments and the Khan Academy Math Tutorial will provide a computer lab for students to logon to Khan Academy for remediation, reinforcement or acceleration.

Students will be able to use the computer lab in the media center for academic purposes during lunch. Students will have access to Learning Point, Compass Learning, Khan Academy and much more. No food or drinks will be allowed in the lab during Lunch Lab. It is for academic work only. Supervision will be provided by parent volunteers or Falcon Guides.

An Impact teacher will provide additional teaching support within specific classes, or will provide pull out support for part of each period in specific subjects. For example, in any given period have a first period Math Support from 8:20-9:00, Writing Support from 9:00-9:30 and Reading Support from 9:30-10:00. These support classes would not take the place of the students' current core classes.

## Organizational Support Systems

---

Members of the OAK Team (Administration) will act as mentors by providing students with additional TLC, weekly check ins, positive phone calls home, and just lot of positive reinforcement and guidance.

The Elective Academy is a group of academically challenged 7<sup>th</sup> graders who had two or more “D’s” or an “F” at the end of 6<sup>th</sup> grade. Each period, a group of four or so students are assigned to David Harris, the guidance counselor, as a study hall, organization time, time to be focused and to make sure their grades and effort are followed up on. Parents have been supportive so far when the students have needed to stay after school to get work completed.

Focus groups center on enhancing social skills, problem solving, resolving behavioral or emotional issues. Work in a small group setting to meet once a week for 6 weeks. We meet during 3rd/4rd or 6/7 period for 35 minutes. Parent Permission slip is required to attend the focus groups. Teacher and staff collaborate to see what students can benefit from these focus groups. Our current planned focus groups are: Transition/divorce group, girls and boys issues with social skills, and possibly a bereavement group.

Choice is geared to provide students with a safe environment to make healthy choices, work on homework and enhance social skills. We provide life skills, campus awareness such as, character counts tobacco prevention and anti-bullying. We do team sports, provide board games and provide interaction with educational discussions.

## **II. ASSESSMENTS, EVALUATION, AND ANALYSIS OF STUDENT LEARNING**

### **II.A. SITE ASSESSMENT PLAN**

#### **DISTRICTWIDE (REQUIRED) ASSESSMENTS/REPORTS**

<b>ASSESSMENTS</b>	<b>TYPE</b>	<b>PURPOSE</b>	<b>WHO</b>	<b>WHEN</b>	<b>USES</b>
<b>CST / CMA / CAPA</b>	<b>Criterion-reference tests</b>	<b>Assess achievement of state standards</b>	<b>Grades2-11</b>	<b>Spring</b>	<b>Compares student achievement to state/district expectations. Identifies areas of strength and weakness. Useful for targeting instruction.</b>
<b>CELDT</b>	<b>Criterion-reference test</b>	<b>Measure level of achievement in English</b>	<b>All ELL students</b>	<b>Fall</b>	<b>Measure ELD levels, plan programs and measure annual growth. Used to redesignate students</b>
<b>API</b>	<b>Composite score</b>	<b>Used to determine overall program effectiveness</b>	<b>Schools, subgroups</b>	<b>Reported annually, in Spring</b>	<b>Used by state and District as an index of overall academic performance based upon the results of the STAR. Used to compare schools and student groups.</b>
<b>AYP</b>	<b>Composite score</b>	<b>Used to determine overall program effectiveness</b>	<b>Schools, subgroups</b>	<b>Reported, annually, in Fall</b>	<b>Used by state and District as an index of overall academic performance based upon the results of the STAR</b>
<b>MAP</b>	<b>Criterion-reference</b>	<b>Assess individual or group progress, and show growth over multiple administrations</b>	<b>Grades 2-8</b>	<b>Up to 3 times per year, as needed</b>	<b>Measure and report student growth. Results provide sub scores that help teachers analyze strengths and areas of need, within the areas of reading, math, and language usage</b>
<b>CAHSEE</b>	<b>Criterion-reference</b>	<b>Required to receive HS diploma</b>	<b>Grades 10-12, until passed</b>	<b>Fall, Spring</b>	<b>Used to ensure that all high school graduates meet a minimum level of proficiency in ELA and Math</b>
<b>State Fitness Testing</b>	<b>Performance</b>	<b>Compare fitness levels of students</b>	<b>All students, Grade 5, 7, 9</b>	<b>Spring</b>	<b>Useful to identify program strengths and weaknesses</b>

SITE-SPECIFIC (OPTIONAL) ASSESSMENTS/REPORTS

STUDENT PERFORMANCE ASSESSMENTS	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
MAP	Criterion-referenced	Assess individual or group achievement in core areas and show growth over multiple years	All students 6-8	Fall, Winter and Spring	Measure and report student growth. Results provide sub scores that help the teacher analyze strengths and weaknesses within the areas of reading, math and language usage
Quality Writing	On-demand, first-draft writing, individual performance	Diagnostic/Achievement	6-8	Fall, Winter and Spring	Students write to a grade level provided prompt. Teachers score using state standards based rubric. The results of this assessment may be used to evaluate student writing skills, diagnose-prescribe and measure growth over time.
Progress Report "D" and "F" lists, GPA's	Individual performance assessment	To assess individual student performance, based on standards.	6-8	All reporting periods	Useful to identify students who are struggling and need additional intervention (RTI.)
Common Course Exams	Criterion-referenced	Diagnostic/ Achievement	Students enrolled in selected courses	Typically end of unit of study/course	Used by teachers to inform instruction. Useful to focus department dialog around results. Useful for placement in courses with prerequisite. Could become predictor of results on state tests.
Writing Portfolios	Individual Performance	To analyze specific student writing in a variety of genres and show growth over time.	All students 6-8	Ongoing	Used by teachers to inform individualized instruction. Prepares students for 7th grade writing. Assists in the formation of common expectations and scoring practices.

OTHER MEASURES	TYPE (summative or formative)	PURPOSE	WHO	WHEN	USES
Progress Reports	Individual report	To assess individual student performance using State standards	K-12		Provide timely feedback to student/parent regarding progress on academic standards. Grades can be collected and evaluated for trends.
API	Composite score	Used to determine overall program effectiveness	6-8	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
AYP	Composite score	Used to determine overall program effectiveness	6-8	Annually in Fall	Used by state and District as an index of overall academic performance based upon the results of the STAR
Discipline records	Audit	To determine the number and nature of disruptions to the learning environment	Principal/staff	Monthly/annually	Determine frequency of individual student incidences. Show patterns of disruptions. These records are compiled, disaggregated, analyzed annually, and used to determine program needs.
Attendance	Audit	Determine attendance patterns	Students	Monthly	Disaggregation of student attendance data is done annually and used for program evaluation.
Annual PTA survey	Random sample	Get feedback on PTA events	Parents	Annually	This survey helps us evaluate parent participation and attitudes regarding selected school events.
Staff Surveys	Opinionnaire	Gather opinions regarding school operation	Teachers and/or Staff	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
Student Surveys	Opinionnaire	Gather opinions regarding school operation	Students	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning
Community Surveys	Opinionnaire	Gather opinions regarding school operation	Students	As needed	Survey data are useful leading indicators and can pinpoint problems before they affect student learning

**II.B. DATA REPORTS**

## II.B. DATA REPORTS

### School and District Information

For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

School Information		District Information	
<b>School Name</b>	Oak Valley Middle School	<b>District Name</b>	Poway Unified School District
<b>Principal</b>	Sonya Wrisley	<b>Superintendent</b>	John P. Collins, Ed.D
<b>Street</b>	16055 Winecreek Road	<b>Street</b>	15250 Avenue of Science
<b>City, State, Zip</b>	San Diego, CA 92127	<b>City, State, Zip</b>	San Diego, CA 92128-3406
<b>Phone Number</b>	858-487-2939	<b>Phone Number</b>	858-521-2800
<b>FAX Number</b>	858-487-0991	<b>FAX Number</b>	858-485-1322
<b>Web Site</b>	www.powayusd.com	<b>Web Site</b>	www.powayusd.com
<b>E-mail Address</b>	swrisley@powayusd.com	<b>E-mail Address</b>	elehew@powayusd.com
<b>CDS Code</b>	95-6002452	<b>SARC Contact</b>	Eric Lehew

## II.B. DATA REPORTS

Oak Valley Middle School

Demographic Summary  
for 2011-12 School Year

---

**Address:** 16055 Winecreek Road  
San Diego, CA 92127

**Principal:** Sonya Wisley

**Year of Construction:** 2005

### Current Enrollment:

Numbers reflect enrollment totals as of October 18, 2011.

6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	Special Day Class
439	457	466	20

### Enrollment History:

Numbers reflect enrollment totals as of October 18, 2011.

2009-10	2010-11	2011-12
1233	1335	1382

### Student Demographics:

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
27%	6%	9%	3%	49%	6%

Percent of total school population. (Based on October 18, 2011 enrollment totals)

Limited English	Free/Reduced Lunch
6%	10%

### Staff Demographics

Percent of credentialed teachers. (Based on October 2011 CBED's)

Asian	Filipino	Hispanic	African-American	Caucasian	Other
6%	0%	6%	2%	85%	2%

**Percent Fully Credentialed: 100%**

**District Accountability Report  
Adequate Yearly Progress (AYP)  
Spring 2011  
Oak Valley Middle**

	Participation Rate (>=95%)							Performance (% Proficient +)						API (>=800 +1 Point)			AYP	PE
	No. Valid Scores	ELA			Math			ELA			Math							
		2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2011
<b>Schoolwide</b>	<b>1293</b>	<b>99</b>	<b>100</b>	<b>100</b>	<b>99</b>	<b>99</b>	<b>100</b>	<b>82</b>	<b>85</b>	<b>84</b>	<b>71</b>	<b>76</b>	<b>69</b>	<b>901</b>	<b>915</b>	<b>909</b>		
African American	38	100	100	100	97	100	100	41	44	50	26	32	34			748		
American Indian	7	100	100	100	100	100	100											
Asian	362	100	100	100	100	100	100	93	92	93	87	89	86	968	964	975		
Filipino	99	100	100	99	97	100	99	74	81	89	71	73	72		901	922		
Hispanic	128	100	100	99	99	100	100	72	82	76	59	64	52		884	858		
Pacific Islander	8	100	100	100	100	100	100											
White	648	99	99	100	99	99	100	82	85	82	69	75	64	895	911	891		
English Learner	147	100	100	99	99	100	100	74	77	69	68	70	60		883	854		
Low Socio-Economic	132	98	100	99	97	100	100	58	66	58	50	50	40		791	784		
Special Ed	106	96	98	98	96	97	100	36	46	43	23	38	32		677	674		

\*\*\* Includes only students in significant subgroups



**Oak Valley Middle School**  
**STAR Test by Proficiency Level for ELA**  
**Spring 2010-2011**

**Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students**

To open District table click on + sign	Grade 6				Grade 7				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	328	374	458	459	321	337	400	464	296	321	359	407
<b>Total % Proficient and Advanced</b>	<b>80</b>	<b>83</b>	<b>88</b>	<b>81</b>	<b>78</b>	<b>87</b>	<b>84</b>	<b>86</b>	<b>77</b>	<b>74</b>	<b>80</b>	<b>83</b>
% Advanced	45	44	60	54	47	53	51	56	43	52	55	56
% Proficient	35	39	28	27	31	34	33	30	34	22	25	27
% Basic	13	14	9	13	16	9	14	11	14	17	13	12
% Below Basic	5	3	2	5	4	2	1	3	5	7	3	3
% Far Below Basic	3	1	0	1	2	1	1	1	4	2	4	2

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab



**Oak Valley Middle School**  
**STAR Test by Proficiency Level for Math**  
**Spring 2010-2011**

**Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students**

To open District table click on + sign	Grade 6				Grade 7				Grade 8		
	2008	2009	2010	2011	2008	2009	2010	2011	2009	2010	2011
Number Tested	328	370	457	457	255	259	283	297	2	2	3
<b>Total % Proficient and Advanced</b>	<b>71</b>	<b>77</b>	<b>80</b>	<b>73</b>	<b>67</b>	<b>71</b>	<b>73</b>	<b>64</b>	<b>50</b>	<b>50</b>	<b>0</b>
% Advanced	32	38	48	39	28	27	30	23	50	50	0
% Proficient	38	39	32	35	39	44	43	41	0	0	0
% Basic	20	16	13	16	18	22	18	24	50	0	67
% Below Basic	7	5	6	7	13	7	6	10	0	50	33
% Far Below Basic	2	2	1	4	2	1	2	2	0	0	0

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab



Oak Valley Middle School  
STAR Test by Proficiency Level for General Math  
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

---

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	142	76	81	59
<b>Total % Proficient and Advanced</b>	<b>67</b>	<b>21</b>	<b>35</b>	<b>24</b>
% Advanced	27	0	5	2
% Proficient	40	21	30	22
% Basic	18	50	33	39
% Below Basic	11	25	17	25
% Far Below Basic	4	4	15	12

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab



**Oak Valley Middle School**  
**STAR Test by Proficiency Level for Algebra 1**  
**Spring 2010-2011**

**Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students**

---

To open District table click on + sign	Grade 7				Grade 8			
	2008	2009	2010	2011	2008	2009	2010	2011
Number Tested	63	76	114	164	115	184	212	241
<b>Total % Proficient and Advanced</b>	<b>100</b>	<b>100</b>	<b>92</b>	<b>91</b>	<b>81</b>	<b>60</b>	<b>70</b>	<b>54</b>
% Advanced	81	72	50	63	30	25	22	10
% Proficient	19	28	42	27	50	35	48	44
% Basic	0	0	8	9	17	25	24	34
% Below Basic	0	0	0	0	1	12	6	10
% Far Below Basic	0	0	0	0	1	3	0	2

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab



Oak Valley Middle School  
STAR Test by Proficiency Level for Geometry  
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

---

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	37	56	61	97
<b>Total % Proficient and Advanced</b>	<b>100</b>	<b>95</b>	<b>100</b>	<b>89</b>
% Advanced	92	68	92	47
% Proficient	8	27	8	41
% Basic	0	5	0	10
% Below Basic	0	0	0	1
% Far Below Basic	0	0	0	0

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab



Oak Valley Middle School  
STAR Test by Proficiency Level for Algebra II  
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

---

To open District table click on + sign	Grade 8		
	2009	2010	2011
Number Tested	2	2	5
Total % Proficient and Advanced	100	100	100
% Advanced	100	50	100
% Proficient	0	50	0
% Basic	0	0	0
% Below Basic	0	0	0
% Far Below Basic	0	0	0

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab



Oak Valley Middle School  
STAR Test by Proficiency Level for Grade 8 Science  
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

---

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	296	322	359	407
<b>Total % Proficient and Advanced</b>	<b>84</b>	<b>85</b>	<b>84</b>	<b>90</b>
% Advanced	64	66	65	75
% Proficient	20	19	19	14
% Basic	10	10	9	6
% Below Basic	3	4	4	3
% Far Below Basic	3	1	2	2

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab



Oak Valley Middle School  
STAR Test by Proficiency Level for History Social Science  
Spring 2010-2011

Ethnicity: All Students, ELL: All Students, GATE: All Students, Socio Economic Status: All Students, Special Ed: All Students

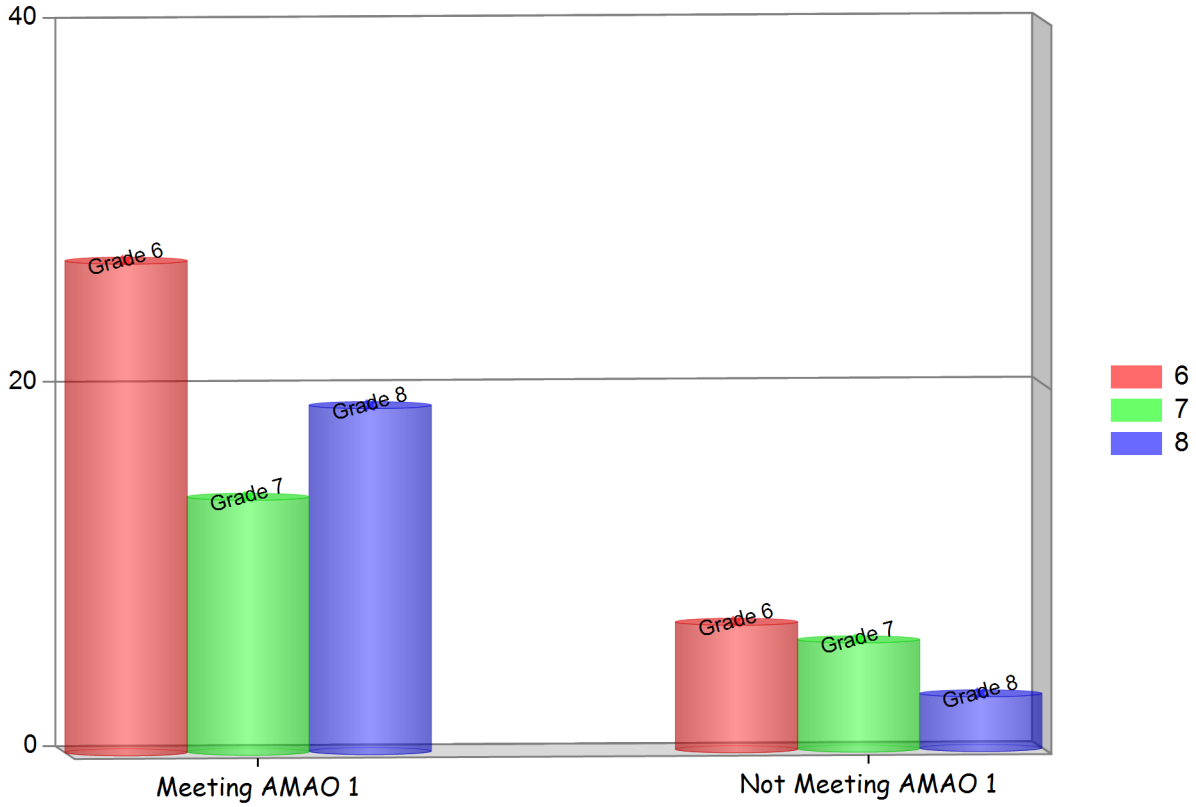
---

To open District table click on + sign	Grade 8			
	2008	2009	2010	2011
Number Tested	297	323	357	405
<b>Total % Proficient and Advanced</b>	<b>76</b>	<b>77</b>	<b>80</b>	<b>86</b>
% Advanced	41	48	56	55
% Proficient	34	29	24	31
% Basic	19	19	15	11
% Below Basic	4	3	2	2
% Far Below Basic	1	1	2	1

\* include all students

\*\* to hide district table click on the '+' on the left side of the school name on the first tab

**Oak Valley Middle Annual Student Assessment  
 AMAO #1 - Increase One CELDT Level or More  
 Growth From Fall 2009 to Fall 2010**



<b>Grade</b>	<b>Meeting AMAO 1</b>	<b>Not Meeting AMAO 1</b>
6	27	7
7	14	6
8	19	3

## II.B. DATA REPORTS

### California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Year	Grade Level	School			District			State		
		Total	Female	Male	Total	Female	Male	Total	Female	Male
2009	7	47.1	47.6	46.7	61.4	65.6	57.3	34.1	36.8	31.5
2010	7	39	45.8	33.9	63.1	70.1	56.8	35.0	37.9	32.1
2011	7	46	50.6	40.7	54.0	56.7	51.5	32.0	32.2	31.9

**II.C. ANALYSIS OF STUDENT ACHIEVEMENT DATA AND EFFECTIVENESS OF CURRENT IMPROVEMENT STRATEGIES**

**Note to sites:** This section is structured to report the summative evaluation of the effectiveness of your 2010-2011 plan

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>Overall School-Wide SMART Goal</b>	In an effort to increase rigor in our school, each grade level has established SMART goals in English/Language Arts and Math. This work will also be supported by our work in the Guaranteed and Viable Curriculum focus area, as we explore all standards, California Blueprints, and CST Released Questions. Below is a summary of our curriculum goals:	[ ]	[X]	While all of the sub groups did not achieve their goals, significant strides were made. In many instances the number of students moving to advance to proficient increased.	In addition, we came to the realization that our student population has grown significantly the past couple of years so many students have not been with us all along. Also, goals were based on year to year grade levels and not cohort data.
	85% of our 6 <sup>th</sup> grade students will score Proficient on ELA written conventions for CST spring of 2011.	[ ]	[X]	Different cohort data was used to create SMART Goal. As a grade level, 2010-2011, 6 <sup>th</sup> graders were lower overall than in previous years.	7 <sup>th</sup> grade ELA teachers need to focus on: Reading Comprehension (non-fiction/reading charts and graphs)
	Percent of 6 <sup>th</sup> grade math students meeting proficient/advanced on spring 2011 CST will increase from 81% to 85%.	[ ]	[X]	Because we did not meet our goal, we examined what factors may have contributed to this: <ul style="list-style-type: none"> <li>• Class sizes at 41 plus had a huge impact our classroom management and the amount of information that could be covered.</li> <li>• Master schedule – End of day math classes set students and teacher up for failure as students are challenged to focus for 98 minutes on math.</li> <li>• The decline of study skills and taking ownership for their learning has declined and is contributing to students not being as successful.</li> <li>• School/classroom demographics have changed over the years.</li> <li>• Home school partnership is not as strong as it could/should be which builds success and supports the efforts in the classroom</li> <li>• Statistics ,Data Analysis, ,and Probability should be taught in math and Science classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Smaller class sizes could attribute to more success.</li> <li>• Master Schedule: Core academic classes (MATH) earlier in the day.</li> <li>• Parenting classes on how to help students be more successful (study skills-accountability).</li> <li>• Statistics, Data Analysis, and Probability being taught across the curriculum. More emphasis in Science. More work with word problems that include this strand</li> </ul>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	Increase the percent of 7 <sup>th</sup> grade math students achieving proficient and advanced in Rational Numbers from 66% to 70% on Spring 2011 CST.	[X]	[]	<ul style="list-style-type: none"> <li>1<sup>st</sup> year of Pre-Algebra Mind may have contributed to increased scores in rational numbers because those students tend to struggle with rational number concepts (fractions, decimals, etc.).</li> <li>Also, this was the 3<sup>rd</sup> year using the HOLT Math program, and teachers are more comfortable and proficient with the whole program.</li> </ul>	Continue focus on rational numbers and expand to exponents, powers, and roots.
	7 <sup>th</sup> grade ELA students will increase in the area of Literary Response and Analysis from 80% to 83% proficient and advanced on the Spring 2011 CST.	[]	[X]	The goal was designed looking at the stats of the 2009-2010 7 <sup>th</sup> graders on the Spring 2010 CST; therefore, the 2010-2011 goal focused on the grade level rather than the actual cohort of students in the 2010-2011 7 <sup>th</sup> grade.	<ul style="list-style-type: none"> <li>Using Spring 2011 CST scores for the current 7<sup>th</sup> grade cohort, we will design the current smart goal.</li> <li>Collaborate to teach written conventions in the language and format the CST uses.</li> <li>Improve instruction in writing strategies.</li> </ul>
	8 <sup>th</sup> Grade Algebra: Quadratics & Polynomials: Number of 8 <sup>th</sup> grade algebra students meeting minimum percent proficient and advanced will increase 3% to reach 70%.	[]	[X]	<ul style="list-style-type: none"> <li>-Pacing slowed to accommodate for struggling students</li> <li>-Math workshop eliminated as a resource for struggling students</li> <li>-Advanced students more aggressively tracked into Geometry. Increased class size eliminated ability for teachers to really target struggling students</li> </ul>	<ul style="list-style-type: none"> <li>-Two sections of slowed pacing Algebra 1-2, will increase <b>Number Properties, Operations, and Linear Equations And graphing and Systems of Linear Equations</b> strands, as well as build confidence in Math.</li> <li>-Better tracked Algebra classes will allow for pacing to stay on track in regular Algebra classes. This will allow for students to have more opportunity to learn and comprehend <b>Quadratics and Polynomials and Functions and Rational Expressions</b> strands.</li> <li>-Math Workshop allows for struggling Algebra 1-2 students to get additional help.</li> </ul>

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
	Geometry students will Maintain 96% Proficient/Advanced in the area of Logic and Geometric Proofs on the Spring CST. We chose to maintain as a goal due to the increase in the number of students taking geometry in the 8 <sup>th</sup> grade (our geometry population has increased from approximately 75 students to 115.)	[ ]	[X]	We saw an increase in the number of students who: <ul style="list-style-type: none"> <li>- struggled with Algebra concepts</li> <li>- lacked basic math skills</li> <li>- lacked expected advanced problem solving skills</li> <li>- lacked in required effort and study skills</li> <li>- not developmentally ready</li> </ul> Did not meet required pacing for STAR test due to the increased population of Geometry students.	<ul style="list-style-type: none"> <li>-We are going to meet the required pace for STAR testing.</li> <li>-Reinforce effort and study skills required for Geometry.</li> <li>-We will continue to reinforce Algebra concepts.</li> <li>-Try to find more Logic/Geometric Proof resources.</li> </ul>
	83% of the students will score proficient or advanced on the subtest of Word Analysis and Vocabulary Development in the Language portion of the CA STAR exam.	[X]	[ ]	<ul style="list-style-type: none"> <li>• Collaboration of the 8<sup>th</sup> grade team in the area of vocabulary development, tying the new vocabulary to the writing portfolio and requiring that students incorporate that vocabulary in their writing.</li> <li>• Vocabulary related to language arts units of study became cumulative so the material stayed fresh in their minds.</li> <li>• Increased writing in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with writing portfolio work.</li> <li>• Increase reading time spent in the classroom</li> <li>• Vertical articulation with 7th and 9th grades</li> <li>• Begin looking at core standards</li> </ul>
<b>English Learners (required)</b>	98% of all ELL students who have not been reclassified as fluent English proficient will make at least 3% growth on MAP scores throughout the 2010-2011 school year.	[X]	[ ]	Focus on Academic Language through an all teacher inservice. A continued use of a comprehensive ELD Language Arts program for all Beginner and Early Intermediate students (Shining Star).	Continue working with all classroom teachers to support all ELL students to improve academic vocabulary development.
<b>Students with Disabilities (required)</b>	SpEd Math: Increase the percent proficient from 38% to 41% in General Math, as measured by CST	[ ]	[X]	Student population was at a lower level in math than previous year, and we did not take into account CMA scores being combined with the "overall" CST data.	Continue to collaborate with each other and Gen Ed math teachers for effective instructional strategies to improve learning. Students will continue to use manipulatives and Compass Learning. A variety of curriculum will be used to teach concepts. Check into possibility of new math curriculum for our Special Education population.

Group	2010-11 GOAL(S)	Met	Not Met	Finding (Evidence/Fact)	Possible Reasons/Contributing Factors
<b>GATE (required)</b>	All GATE students will improve their STAR Math results by 2 percentage points.	[X]	[]	<ul style="list-style-type: none"> <li>Parent education continues in regards to placement of students. Parents are encouraged to not push students beyond their ability.</li> <li>Placement is based on MAP scores as well as performance in the previous grade. MAP scores are correlated to state and district standards.</li> </ul>	Continue education parent population beginning with incoming 6th grades through parent information nights at the elementary schools.
<b>Educationally Disadvantaged or Title I Students (required)</b>	Increase the number of African American students who are scoring Proficient and Advanced by 10% in Math and ELA	[]	[X]	A contributing factor may include not having benchmark assessments based on the CST blueprint.	Identify and implement instructional strategies and classroom interventions to support African American students in ELA and math achievement.
	Move 12% of African American students scoring below Proficient up one level.	[X]	[]	A contributing factor may include our increased focus on standards-based instruction and assessment and common learning outcomes for our students.	Research school-wide curricular strategies and interventions that make a significant difference for academic achievement for African-American students.
<b>Additional goal(s) (optional)</b>	8th grade Science: 80% of 8 <sup>th</sup> grade students will score proficient or advanced in the subcategory of Motion. In addition we are looking for a small increase in the areas of Forces, Density and Buoyancy as well as Structure of Matter and the Periodic Table.	[X]	[]	Motion: Increase from 76% to 88% = Goal Met Forces, Density, and Buoyancy: Increase from 80% to 87% = Goal Met Structure of Matter and The Periodic Table: Increase from 86% to 89%	Flash Cards at the end of the year to review key concepts More Collaboration – using each other's material.
	PE: 7 <sup>th</sup> grade physical education students will have an 85% pass rate on the state mandated testing in the area of Upper Body Strength.	[]	[X]	No daily interaction and increased class sizes. Lack of homework completion; parental apathy, sedentary life style.	Decrease class size; fitness lab time increased; develop stronger homework values Increase parent/student basic fitness understanding with video posts of form and technique

### III. TEACHING AND LEARNING

#### A. 2011-2012 SITE-BASED LITERACY/ACTION PLAN

Plans that follow are aligned with the data analysis in the previous section, district vision, and SMART goals and site initiatives/organizational directions listed in Part I. In addition, tasks show:

- Alignment of instruction, strategies, materials, and assessment for learning – to content standards
- Research-based instructional strategies
- Responsiveness to needs of struggling, as well as high-performing, students
- Avoidance of isolation or segregation of student subgroups

[ ] Check if Literacy Plan is attached as a separate document

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
<b>Schoolwide for all students</b>	In an effort to increase rigor in our school, each grade level has established SMART goals in English/Language Arts and Math. This work will also be supported by our work in the Guaranteed and Viable Curriculum focus area, as we explore all standards, California Blueprints, and CST Released Questions. Below is a summary of our curriculum goals:	<ul style="list-style-type: none"> <li>• Analyze results of Spring 2011 CST testing.</li> <li>• Administer fall MAP testing in reading, Language and Math.</li> <li>• Continue grade/subject team collaboration</li> <li>• Explore online/technology support such as Kahn Academy, Google and Compass Learning.</li> <li>• Identify at risk students and meet regularly to monitor progress.</li> <li>• Continue referencing support materials to goal areas on curriculum maps.</li> <li>• Explore staff training in the area of poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• MAP scores</li> <li>• Common Course Assessments</li> <li>• STAR data</li> </ul>	<ul style="list-style-type: none"> <li>• Explore technology resources such as Kahn Academy, Google, and Compass Learning.</li> <li>•</li> </ul>
	75% of 6 <sup>th</sup> grade students will score proficient or advanced in reading comprehension.	<ul style="list-style-type: none"> <li>• Reading Comprehension (non-fiction/reading charts and graphs)</li> <li>• Focused instruction on comprehension strategies using Learning Ladder</li> <li>• Compass Learning</li> </ul>	<ul style="list-style-type: none"> <li>• MAP scores</li> <li>• Common Course Assessments</li> <li>• STAR data</li> </ul>	Lit Book and social studies text Copies of short stories and expository text for genre study.
	In the area of Statistics, Data Analysis, and Probability, 6 <sup>th</sup> grade students will increase their CST score to 80%	<ul style="list-style-type: none"> <li>• Parenting classes on how to help students be more successful (study skills-accountability).</li> <li>• Statistics, Data Analysis, and Probability being taught across the curriculum. More emphasis in Science. More work with word problems that include this strand</li> </ul>	<ul style="list-style-type: none"> <li>• MAP scores</li> <li>• Common Course Assessments</li> <li>• STAR data</li> </ul>	<ul style="list-style-type: none"> <li>• Math text</li> <li>• Compass Learning</li> <li>• Manipulatives</li> </ul>
	7 <sup>th</sup> grade ELA students will increase in the area of Written Conventions from 69% to	<ul style="list-style-type: none"> <li>• Collaborate to teach written conventions in the language and format the CST uses.</li> </ul>	<ul style="list-style-type: none"> <li>• MAP scores</li> <li>• Common</li> </ul>	Lit book, core literature and Language Network

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
	72% proficient and advanced on the Spring 2012 CST.	<ul style="list-style-type: none"> <li>Improve instruction in writing strategies.</li> <li>By the end of Trimester 3, teachers will have taught to 80% mastery, chapters 1, 10 &amp; 11 in Language Network textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Course Assessments</li> <li>STAR data</li> </ul>	
	8 <sup>th</sup> grade ELA students will increase in the area of Writing Strategies from 82% to 85% proficient and advanced on the Spring 2012 CST.	<ul style="list-style-type: none"> <li>Writing portfolio work focusing on persuasive strategies, figurative language, memoir and literary analysis</li> <li>Regular team collaboration and sharing of best practices.</li> </ul>	<ul style="list-style-type: none"> <li>MAP scores</li> <li>Common Course Assessments</li> <li>STAR data</li> </ul>	<ul style="list-style-type: none"> <li>Lit book</li> <li>Mentor text</li> <li>Daily writing</li> </ul>
	Algebra - Quadratics and Polynomials: Maintain current 51% Proficient and Advanced. We chose to maintain because our slower paced classes will not receive complete instruction in this area, but our regular classes should receive more instruction to balance out. We would also like to see a 3% increase in Graphing and Systems of Linear Equations from 64% to 67% due to slower paced classes getting adapted instruction in this area to increase conceptual understanding.	<p>-Two sections of slowed pacing Algebra 1-2, will increase <b>Number Properties, Operations, and Linear Equations</b> <b>And graphing and Systems of Linear Equations</b> strands, as well as build confidence in Math.</p> <p>-Better tracked Algebra classes will allow for pacing to stay on track in regular Algebra classes. This will allow for students to have more opportunity to learn and comprehend <b>Quadratics and Polynomials and Functions and Rational Expressions</b> strands.</p> <p>-Math Workshop allows for struggling Algebra 1-2 students to get additional help.</p>	<ul style="list-style-type: none"> <li>MAP scores</li> <li>Common Course Assessments</li> <li>STAR data</li> </ul>	<ul style="list-style-type: none"> <li>Math text</li> <li>Compass Learning</li> <li>Kahn Academy</li> </ul>
	Geometry students will maintain 89% Proficient/Advanced in the area of Logic and Geometric Proofs on the Spring CST due to the increase in the number of students.	<p>-We are going to meet the required pace for STAR testing.</p> <p>-Reinforce effort and study skills required for Geometry.</p> <p>-We will continue to reinforce Algebra concepts.</p> <p>-Try to find more Logic/Geometric Proof resources.</p>	<ul style="list-style-type: none"> <li>MAP scores</li> <li>Common Course Assessments</li> <li>STAR data</li> </ul>	<ul style="list-style-type: none"> <li>Math text</li> <li>Compass Learning</li> <li>Kahn Academy</li> </ul>
	Increase the percentage of 7 <sup>th</sup> grade pre-algebra students achieving proficient and advanced in "Exponents, Powers, and Roots" from 53% to 60% on Spring 2012 CST.	Continue focus on rational numbers and expand to exponents, powers, and roots.	<ul style="list-style-type: none"> <li>MAP scores</li> <li>Common Course Assessments</li> <li>STAR data</li> </ul>	<ul style="list-style-type: none"> <li>Math text</li> <li>Compass Learning</li> <li>Kahn Academy</li> </ul>
	8 <sup>th</sup> grade science students will score 90% proficient and advanced in all subcategories on the STAR test.	<ul style="list-style-type: none"> <li>Flash Cards at the end of the year to review key concepts</li> <li>More Collaboration – using each other's material.</li> </ul>	<ul style="list-style-type: none"> <li>MAP scores</li> <li>Common Course Assessments</li> <li>STAR data</li> </ul>	<ul style="list-style-type: none"> <li>Science Text</li> <li>Flash cards for review</li> </ul>
	PE: 7 <sup>th</sup> grade physical education students will have an 80% pass rate on the state mandated testing in the area of Upper Body Strength.	<ul style="list-style-type: none"> <li>Decrease class size</li> <li>Increase fitness lab time</li> </ul>	Fitness gram	Fitness lab

Target Group	2011-12 SMART Goals	Actions/Strategies to Achieve Goals	Data to Monitor and Evaluate Progress	Resources
		<ul style="list-style-type: none"> <li>Develop stronger homework values</li> <li>Increase parent/student basic fitness understanding with video posts of form and technique</li> <li>After school fitness lab time</li> </ul>		
<b><u>In addition to your schoolwide goals; include goals for critical groups</u></b>				
<b>Educationally Disadvantaged Youth or Title I</b>	<ol style="list-style-type: none"> <li>Increase the number of African American students who are scoring Proficient and Advanced by 10% in Math and ELA.</li> <li>Move 35% of African American students scoring below proficient up one level.</li> </ol>	<ul style="list-style-type: none"> <li>Visit schools with successful programs within our county</li> <li>Attend workshops on the Achievement GAP, specifically re: the African American student.</li> <li>Continue to build strong relationships/establish mentors for our high risk students</li> <li>Continuously monitor MAP scores, grades, and behavior of our high risk students.</li> <li>Impact teacher will be working with students that are basic, below basic, and far below basic in the areas of language arts and math.</li> </ul>	<ul style="list-style-type: none"> <li>MAP scores</li> <li>Common Course Assessments</li> <li>STAR data</li> </ul>	<ul style="list-style-type: none"> <li>Oak Team Buddies</li> <li>Choice</li> <li>Student Support Action Plans</li> <li>Impact Teacher</li> </ul>
<b>English Learners</b>	Increase the percentage of all ELL students (grades 6, 7, & 8) achieving proficient and advanced in "Word Analysis and Vocabulary Development" at least 3% for each grade level on Spring 2012 CST.	Continue working with all classroom teachers to support all ELL students to improve academic vocabulary development.	<ul style="list-style-type: none"> <li>MAP scores</li> <li>Common Course Assessments</li> <li>STAR data</li> </ul>	<ul style="list-style-type: none"> <li>Conferences on working with ELL students</li> <li>Shining Star program</li> </ul>
<b>GATE</b>	All GATE students will improve their STAR ELA results in the area of Literacy Response and Analysis by 2 percentage points.	<ul style="list-style-type: none"> <li>GATE coordinators will work with new GATE teachers in building differentiation skills to meet individual needs.</li> <li>Identify at-risk/underachieving gifted students and provide interventions.</li> <li>Ongoing staff training on identifying gifted students and meeting their needs.</li> </ul>	<ul style="list-style-type: none"> <li>MAP testing</li> <li>Common course assessments</li> <li>GATE testing</li> </ul>	Mentoring from site GATE coordinators
<b>Students with Disabilities</b>	SpEd Math: Increase the percent proficient from 38% to 41% in General Math, as measured by CST	<ul style="list-style-type: none"> <li>SpEd teachers will collaborate with each other, and GenEd math teachers for effective strategies to improve learning.</li> <li>Students will use manipulatives to assist their math learning.</li> <li>Students will use Compass Learning on a regular basis.</li> <li>Cool Math will be used in the RSP classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>MAP scores</li> <li>STAR testing</li> <li>Common Course Assessments</li> </ul>	<ul style="list-style-type: none"> <li>Time for collaboration</li> <li>Computer lab time</li> </ul>

**CAPACITY BUILDERS TO SUPPORT ATTAINMENT OF GOALS, FOCUSED ON RIGOR, RELEVANCE, AND RELATIONSHIP**

Professional Learning and Collaboration to build staff capacity	Parent Engagement to support student learning	Student Engagement for partnership in learning
<ul style="list-style-type: none"> <li>• Provide time (team/ grade level collaboration time and full staff meetings) for teachers to identify students at risk and in need of services.</li> <li>• Administer Fall MAP and math CCA's</li> <li>• Implement SMART goal strategies in area of focus based on state standards.</li> <li>• Continue work on curriculum maps, identifying needed resources and developing common course assessments.</li> <li>• Support teacher efforts/TLCs/Alternative Evaluations to support student learning.</li> <li>• Continue MIND Research and use of Compass Learning to support students at risk.</li> <li>• Begin work on students from poverty - identify what that means exactly to adjust our "lens" in looking at the different aspects.</li> <li>• Teacher driven staff development in the areas of differentiation, and technology use.</li> <li>• Identification of at risk students and focusing teacher and administration support systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Access to student progress regularly through Learning Point and teacher web sites.</li> <li>• Prompt communication from staff should a concern arise.</li> <li>• Resources, homework assignments and materials available to parents on Learning Point and classroom web sites.</li> <li>• Parent involvement through various adjunct groups (PTSA, Foundation, Moms in Touch)</li> <li>• Parent volunteers in the classroom working with students (buddy reading, Art Corps, Junior Achievement)</li> <li>• Ed Connect - weekly updates to the Oak Valley families. (Also research which families are not receiving our emails)</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide Positive Behavior Support nurtures students and provides an overall positive feeling for every student, staff member and visitor on campus.</li> <li>• Climate lessons focused on showing students HOW we would like students to behave.</li> <li>• Whole school book lessons structured for 6<sup>th</sup> grade students to explore <u>How Full Is Your Bucket</u>; 7<sup>th</sup> graders read <u>7 Habits of Highly Effective Teens</u>, focusing on the first three Habits; 8<sup>th</sup> graders focus on the last four Habits.</li> <li>• Allowing use of students' personal digital devices in the classroom to support learning.</li> <li>• Purchase of two iPad rolling labs and one Chromebook lab for classroom use.</li> <li>• Peer tutors/conflict resolution.</li> <li>• After school programs such as Choice and homework club.</li> </ul>

### **III.B. LEVEL TRANSITIONS (Includes PreKindergarten-Kindergarten; 5th Grade-6th Grade; 8th Grade-9th Grade12<sup>th</sup> to post-secondary)**

In February, the OAK Team (administrators and counselors), teachers, students and parents will visit each of our three feeder elementary schools for evening presentations to parents of incoming sixth graders. These presentations provide information on curriculum, support, Outdoor Education, after school programs, schedules, etc. After the presentation, Oak Valley staff, students and parents sit in small groups with the incoming parents, providing them with the opportunity to have all questions answered.

Funding allowing, our 6th grade teachers will take a half day release to meet with all 5th grade teachers from the four feeders. Discussion topics are curriculum, support for students, identification of specific incoming students who will need additional support, etc. This spring, we will continue our articulation with Del Norte HS, RBHS and other high schools, as needed.

#### **IV.A. SAFE AND SUPPORTIVE SCHOOLS - SCHOOLWIDE BEHAVIORAL SUPPORT PLAN**

The discipline policy at Oak Valley is centered on the conviction that optimum learning can only occur when each student operates in an environment that is safe and drug free. Key to this conviction is the belief that each student must be responsible for his/her actions, a reliable contributor to the school community, and respectful of others.

Several strategies are used to ensure a safe campus. Rules are reviewed at home and parents and students provide signatures acknowledging they have read and understood them. Our Student Handbook is imbedded in our Falcon Planner which is given to every student at the beginning of the year. The planner includes the code for student conduct, discipline, and consequences. Additionally, at the opening of school all students receive information and lessons on behavior expectations and in the areas of attendance, discipline, prohibited acts of the Poway Unified School District, academic honesty, bullying, character education, hate behavior policy, racial understanding and tolerance, and sexual harassment. Classroom management policies are explained to students clearly defining expectations for achievement and good citizenship. Campus life is viewed as a cooperative setting where students are guided to be responsible and make responsible choices. Teachers incorporate the teaching of the six pillars of character into their existing curriculum, including reading and written assignments. Students are recognized in Morning Announcements for exemplifying good character. In addition, specific lessons around the prevention of bullying are designed by our student support specialist and implemented in the classroom.

Relationships are fostered through a series of lessons, daily for the first two weeks of school and then weekly after that. Each grade level works on effective communication and team building based on grade level specific readings. 6th grade works with the book How Full is Your Bucket, 7th grade uses the first chapters of Seven Habits of Highly Effective Teens and 8th grade studies the last half of the book. In addition, Monday lessons center around common expectations and targeted behaviors such as bullying, harassment, peer pressure and academic honesty.

We believe successful behavior is based on respecting the dignity of each individual. To support learning and teaching, our teachers use Time to Teach Curriculum which provides specific lessons on positive behaviors. If a student still chooses to continue with the negative behavior they are asked to complete a Refocus Form. Typically this allows them to readjust their behavior and return to class ready to learn. If a student continues to choose disruptive behavior the Behavior Support Call system is used. For disruptions or student behaviors that are not reflective of our Six Pillars of Character, staff will call the office and request Behavior Support Team assistance. A Behavior Support Team member will go immediately to the classroom. In order to reach a positive resolution the student will be counseled and guided toward making better choices. Parents will also be contacted at that time and their support will be enlisted as we problem solve together how best to change the behavior of their student and "make it right." Behavior Support calls are logged in the computer for future reference. When students are disciplined, there is due process of student rights and student appeal. If behavioral issues persist parent/student conferences occur and a behavior contract is established. For more serious offenses, behavioral consequences range from counseling to in-school suspension or home suspension. Placement in a support group may be considered. TGFD lessons are incorporated into our PE curriculum. We had a week of anti-drug activities during Red Ribbon Week, co-sponsored by our ASB and PTSA. The TUPE lessons have been developed in a way that can be shared school wide during our Monday Lessons.

#### **IV.B. SAFE AND SUPPORTIVE SCHOOLS - DRUG ABUSE EDUCATION PLAN**

All schools in the PUSD implement the Too Good for Drugs Tobacco, Drugs and Alcohol prevention program, which is designed around specific lessons in five components: Goal Setting, Decision Making, Bonding with Others, Identifying and Managing Emotions, and Communicating Effectively.

<b>Program</b>	<b>Grade Level(s)</b>	<b>Minutes</b>
Too Good for Drugs	K-9th	300 minutes
Minnesota Smoking Prevention Program	7th Grade	270 minutes
Primary Interaction Program	K-3rd	150 minutes
PIP Playground Support	K-3rd	120 minutes
Tobacco Use Prevention Education	6th-12th	150 minutes
Character Counts	K-12th	1,800 minutes
Before and After School (ASES)	6th-8th	0
Second Step	Pre-K-8th	0
Steps to Respect	3rd-6th	0

**V.A. FUNDING AND GOVERNANCE – PROGRAMS/FUNDS INCLUDED IN THE SPSA**

<b>STATE/FEDERAL PROGRAMS</b>	<b>SITE ALLOCATION (IF APPLICABLE)</b>
Title I	0
Title I Parent Involvement	0
ELAP: English Language Acquisition Program (Grades 4-8 only)	1,827
EIA-EL: Economic Impact Aid - English Learners	28,222
EIA-SCE: Economic Impact Aid - State Compensatory Education	28,495

## **V.B. FUNDING AND GOVERNANCE - CENTRALIZED SERVICES**

Centralized Services, in the forms of administrative support and instructional support/professional development, are performed by the district office in support of school sites. These may include:

- Assessment, monitoring, and reporting services
- English language proficiency testing
- Staff development / training
- Salaries for teachers, instructional assistants, tutors
- Instructional materials purchase and implementation support
- Intervention programs
- Other services, as appropriate for school site support

<b>Program</b>	<b>Budgeted Amount</b>	<b>Percentage of Total District Allocation</b>	<b>Centralized Services (Description Below)</b>
Title I	\$436,580	16.1%	Required Indirect Costs, administration, data support, professional development, school-choice transportation
Title I Parent Involvement	\$2,077	11%	Required Indirect Costs, district-wide parent involvement
Title III Limited English Proficient	\$495,974	98%	Required Indirect Costs, instructional assistants, parent liaisons, training in use of data
Title III-Immigrant	\$95,294	98%	Required Indirect Costs, parent education and support, student transition, English language development class support
EIA - LEP	\$491,917	25.3%	Required Indirect Costs, administration, instructional assistants, site coordinators, data support, EL proficiency testing, certificated and classified EL staff development, decrease class size, ELD texts, district summer school for English learners
EIA - SCE	\$308,074	24.4%	Required Indirect Costs, administration, AVID tutors, staff development, district summer school for at-risk students

**V.C. FUNDING AND GOVERNANCE - ASSURANCES AND SIGNATURES**

**The School Site Council (SSC) recommends this SPSA and proposed expenditures to the district governing board for approval and assures the Board of the following:**

1. The SSC is correctly constituted and was formed in accordance with district governing board policy, school site bylaws, and state law.  
California Education Code specifies the composition of the School Site Council as follows:
  - At the elementary level: parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.
  - At the secondary level: parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of students, and parents /other community members, selected by parents and students.
  - At both the elementary and secondary levels classroom teachers comprise the majority of persons represented under subdivision (a)
  - At the discretion of the local governing board, the middle school may, but is not required to, include student representation on the SSC.
  - The means of selecting SSC members are not specified in law, except that members must be chosen by peers.
  - No additional membership qualifications may be required. Beyond the composition requirements stated above, no seat on the SSC may be reserved for any group or individual.
  
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those Board Policies related to material changes in the school plan requiring board approval.
  
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA, and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
  
4. This SPSA 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.
  
5. The SSC has participated in the development, implementation, and monitoring cycle of the SPSA by taking the following actions:
  - a. Measured the effectiveness of the improvement strategies at the school
  - b. Sought input from school advisory committees
  - c. Reaffirmed or revised school and subgroup goals
  - d. Revised improvement strategies and expenditures
  - e. Recommended the approved SPSA to the governing board
  - f. Monitored implementation of the SP
  
6. **The SSC has sought and considered all recommendations from the following groups:**

Advisory Committee	Chairperson / Representative Name	Signature	Date
English Learner	Therese Burchianti	Original signature page on file at the district office.	
Special Education	Holly Mehaffie		
Title I (if applicable)			
Library	Miriam Wiese		

### SCHOOL SITE COUNCIL SIGNATURES

Principal	Classroom Teacher	Other School Staff	Parent	Student (MS/HS) Only	Term Exp. Date	Name	Signature	Signature Date
[ ]	[ ]	[ ]	[ ]	[X]	6/2013	Trevor Black		
[ ]	[ ]	[ ]	[X]	[ ]	6/2013	Tori Hylton	Original signature page on file at the district office.	
[ ]	[ ]	[ ]	[X]	[ ]	6/2013	Michael Hubbard		
[ ]	[ ]	[ ]	[X]	[ ]	6/2013	Diana Niquette		
[ ]	[ ]	[ ]	[ ]	[X]	6/2012	Sangeeta Vishwanath		
[ ]	[ ]	[ ]	[ ]	[X]	6/2012	Smitha Vishwananth		
[ ]	[X]	[ ]	[ ]	[ ]	6/2013	Kim Cruise		
[ ]	[X]	[ ]	[ ]	[ ]	6/2012	Devora Garrison		
[ ]	[X]	[ ]	[ ]	[ ]	6/2013	Annie Koshenina		
[ ]	[X]	[ ]	[ ]	[ ]	6/2012	Miriam Wiese		
[ ]	[ ]	[X]	[ ]	[ ]	6/2013	Katharine Bowman		
[X]	[ ]	[ ]	[ ]	[ ]	N/A	Sonya Wrisley		
<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>TOTALS (total of columns 1-3 must be equal to the total of columns 4 and 5)</b>			

**This SPSA was approved and adopted by the School Site Council on January 4, 2012.**

*The signature of the Principal verifies that:*

- Information regarding school-based programs has been provided to site advisory committees or representatives.
- All interested persons had the opportunity to meet to establish the SSC.
- The SSC had the opportunity to decide whether the school would participate in a SBCP.
- Funds have been coordinated, and supplement, but do not supplant, existing state and local fiscal efforts.

*The signature of each members of the SSC verifies that:*

- He/She has reviewed and affirmed the above listed assurances.

*The signature of each Advisory Committee Chairperson/Representative indicates that:*

- The represented group has been sought out, and has had the opportunity to provide input for the SBCP and related expenditures.

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Oak Valley Middle School  
 PROGRAM: English Language Acquisition Program (Grades 4-8 only)  
 RESOURCE NUMBER: 6286

**Budget Summary for  
Oak Valley Middle School**

2011 ENTITLEMENT:	_____	\$PER STUDENT: _____
PLUS CARRYOVER:	\$1,827	# OF STUDENTS: _____
TOTAL SITE BUDGET:	1,827	TOTAL ENTITLEMENT: 0
		<b>BUDGETED EXPENDITURES</b>

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB						0
1100-014: TEACHER HOURLY	1827					1,827
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>1,827</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,827</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY						0
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS						0
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0
<b>6000 CAPITAL OUTLAY</b>						

<b>OBJECT</b>	<b>FUNCTION 1000 INSTRUCTIONAL</b>	<b>FUNCTION 2700 SCHOOL ADMIN</b>	<b>FUNCTION 3110 COUNSELING</b>	<b>FUNCTION</b>	<b>FUNCTION</b>	<b>GRAND TOTAL</b>
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER						0
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
<b>TOTAL SITE BUDGET:</b>	<b>1,827</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,827</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Oak Valley Middle School  
 PROGRAM: Economic Impact Aid - English Learners  
 RESOURCE NUMBER: 7091  
 2011 ENTITLEMENT: \$12,245  
 PLUS CARRYOVER: \$15,977  
 TOTAL SITE BUDGET: 28,222

**Budget Summary for  
Oak Valley Middle School**

\$PER STUDENT: \_\_\_\_\_  
 # OF STUDENTS: \_\_\_\_\_  
 TOTAL ENTITLEMENT: 0  
**BUDGETED EXPENDITURES**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	5000					5,000
1100-014: TEACHER HOURLY	12232					12,232
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>17,232</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>17,232</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	5000					5,000
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
	<b>5,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5,000</b>
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3222-000: PERS Pickup – CLASSIFIED						0
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS	2000					2,000
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE	1990					1,990
4300-099: RESERVE						0
	<b>3,990</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,990</b>
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE						0
5200-011: TRAINING EXPENSE						0
5200-020: MILEAGE EXPENSE						0
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
5800-086: OTHER SERVICES						0
<b>6000 CAPITAL OUTLAY</b>						
6400-030: COMP HARDWARE UNDER \$500						0
6400-031: COMP HARDWARE \$500 AND OVER	2000					2,000
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	<b>2,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2,000</b>
<b>TOTAL SITE BUDGET:</b>	<b>28,222</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28,222</b>

**V.D. BUDGET DEVELOPMENT FORM**

SITE: Oak Valley Middle School

PROGRAM: Economic Impact Aid - State Compensatory Education

RESOURCE NUMBER: 7090

**Budget Summary for  
Oak Valley Middle School**

2011 ENTITLEMENT: \$18,200

\$PER STUDENT: \_\_\_\_\_

PLUS CARRYOVER: \$10,295

# OF STUDENTS: \_\_\_\_\_

TOTAL SITE BUDGET: 28,495

TOTAL ENTITLEMENT: 0

**BUDGETED  
EXPENDITURES**

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
<b>1000 CERTIFICATED SALARIES</b>						
1100-010: TEACHER'S SAL. REGULAR						0
1100-012: TEACHER SUB	3000					3,000
1100-014: TEACHER HOURLY	6000					6,000
1900-010: OTHER CERTIFICATED REGULAR						0
1900-014: OTHER CERTIFICATED HOURLY						0
	<b>9,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9,000</b>
<b>2000 CLASSIFIED SALARIES</b>						
2100-010: INSTRUCTIONAL AIDE REGULAR						0
2100-012: INSTRUCTIONAL AIDE SUB						0
2100-014: INSTRUCTIONAL AIDE HOURLY	895					895
2400-010: CLERICAL REGULAR						0
2400-014: CLERICAL HOURLY						0
2900-086: OTHER CLASSIFIED REGULAR						0
<b>3000 EMPLOYEE BENEFITS</b>						
3111-000: STRS – CERTIFICATED						0
3212-000: PERS – CLASSIFIED						0
3222-000: PERS Pickup – CLASSIFIED						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
3312-000: FICA – CLASSIFIED						0
3321-000: MEDICARE – CERTIFICATED						0
3322-000: MEDICARE - CLASSIFIED						0
3331-000: PARS - CERTIFICATED						0
3332-000: PARS – CLASSIFIED						0
3401-000: HEALTH-CERTIFICATED						0
3402-000: HEALTH-CLASSIFIED						0
3501-000: UNEMPLOYMENT INS - CERTIFICATED						0
3502-000: UNEMPLOYMENT INS – CLASSIFIED						0
3601-000: WORKERS COMP INS – CERTIFICATED						0
3602-000: WORKERS COMP INS - CLASSIFIED						0
3802-000: PERS Recapture - CLASSIFIED						0
<b>4000 BOOKS AND SUPPLIES</b>						
4100-010: TEXTBOOKS						0
4200-010: OTHER BOOKS	6000					6,000
4300-010: SUPPLIES						0
4300-011: SUBSCRIPTIONS						0
4300-018: SOFTWARE						0
4300-099: RESERVE						0
	<b>6,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,000</b>
<b>5000 CONTRACTED SERVICES</b>						
5200-010: CONFERENCE EXPENSE	5500					5,500
5200-011: TRAINING EXPENSE	1000					1,000
5200-020: MILEAGE EXPENSE	100					100
5600-041: MAINTENANCE CONTRACTS						0
5710-012: PUBLICATIONS						0
5710-130: STUDY TRIPS						0
5800-015: PROFESSIONAL SERVICES						0
5800-086: OTHER SERVICES						0

OBJECT	FUNCTION 1000 INSTRUCTIONAL	FUNCTION 2700 SCHOOL ADMIN	FUNCTION 3110 COUNSELING	FUNCTION	FUNCTION	GRAND TOTAL
	6,600	0	0	0	0	6,600
<b>6000 CAPITAL OUTLAY</b>						
6400-030: COMP HARDWARE UNDER \$500	3000					3,000
6400-031: COMP HARDWARE \$500 AND OVER	3000					3,000
6400-090: EQUIPMENT UNDER \$500						0
6400-091: EQUIPMENT \$500 AND OVER						0
	<b>6,000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6,000</b>
<b>TOTAL SITE BUDGET:</b>	<b>28,495</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28,495</b>

**VI. ADDENDUM (Optional)**