

Oakdale Joint Unified School
168 South Third Avenue, Oakdale, CA 95361
(209) 848-4884 ✦ Fax: (209) 847-0155
<http://www.oakdale.k12.ca.us>

Single Plan

for

Student Achievement



Cloverland Elementary School

50-75564 6052880
Contact Person: Stacey Aprile
Phone (209) 847-4276
e-mail: saprile@oakdale.k12.ca.us

Adopted by Oakdale Joint Unified School District Board of Trustees ✦ December 11, 2006

Revised: 12/11/07

Oakdale Joint Unified School District
Single Plan for Student Achievement

Board of Education Members

Michael House, President
Mike Tozzi, Clerk
Rick W. Jones, Member
William Dyer, Member
Margie Pedro, Member
Jacob De Boer, Student Member

Cloverland Elementary Site Plan Revision Team

Stacey Aprile, Principal
Elene Zagorites, Teacher
Guy Lilly, Teacher
Debbie Cuculich, Teacher
Patricia Roland, Teacher

Cloverland Elementary School Site Council

Sharon Fitzmaurice, Teacher
Terry Trowbridge, Teacher
Sean McCarthy, Teacher
Robyn Kuppens, Parent
Delia Gonzalez, Parent
Brandi Chavez, Parent
Norma Vega, Parent
Sergio Rodriguez, Parent
Claudia Ortega, Parent
Sandy Gaskell, SLP
Stacey Aprile, Principal
Oliver Abbott, Bilingual Instructional Aide

TABLE OF CONTENTS

Board of Education Members	i
Cloverland Elementary Site Plan Revision Team	i
Cloverland Elementary School Site Council	i
District Mission Statement	1
School Vision and Mission	1
School Profile	1
School Demographic Data	4
School Enrollment by Ethnicity	4
School Enrollment by Grade.....	4
School Enrollment by Gender, Grade, and Ethnic Distribution.....	5
Federal Accountability: AYP	6
School Adequate Yearly Progress Report.....	7
School Adequate Yearly Progress Chart.....	8
State Accountability: API	9
School Academic Performance Index Chart	10
School Report 2005-06 Academic Performance Index (API)	11
School Growth Report	11
2005-06 Preliminary Title III School Accountability Information.....	Error! Bookmark not defined.
Site Accountability Worksheet	13
Elementary ELA Program Data Analysis	14
ELA Program Evaluation Questions	18
Elementary/Junior High Goal for English Language Arts	21
GOAL 1: Site Budget Spending	22
Elementary MATH Program Data Analysis	25
Math Program Evaluation Questions.....	27
Elementary/Junior High Goal for Math.....	30
GOAL 2: Site Budget Spending	Error! Bookmark not defined.
Elementary English Learner Program Data Analysis	14
EL Program Evaluation Questions.....	Error! Bookmark not defined.
Elementary/Junior High Goal for English Learner Subgroup.....	Error! Bookmark not defined.
GOAL 3: Site Budget Spending	Error! Bookmark not defined.
Elementary/Junior High Goal for English Learner Subgroup.....	Error! Bookmark not defined.
GOAL 4: Site Budget Spending	Error! Bookmark not defined.
DIRECT STATE and FEDERAL FUNDING TO SITES	Error! Bookmark not defined.
CENTRALIZED SERVICES TO SITES PROVIDED VIA STATE AND FEDERAL FUNDING	Error!
Bookmark not defined.	
State Programs.....	Error! Bookmark not defined.
Federal Programs under No Child Left Behind (NCLB).....	Error! Bookmark not defined.
School Site Council Membership	40
Recommendations and Assurances	41

Oakdale Joint Unified School District
Single Plan for Student Achievement

District Mission Statement

Oakdale Joint Unified School District creates an environment where all students, staff, parents, and communities work together to ensure students have the skills and abilities to function productively as contributing members of our society. OJUSD encourages the lifelong pursuit of excellence to secure a brighter future for all.

School Vision and Mission

All students at Cloverland Elementary School will participate in a challenging, problem solving, integrated, multi-modality instructional program to ensure their academic and social success. This child-centered learning environment will empower all participants to become lifelong learners and productive members of society.

At Cloverland we are committed to providing a learning environment that promotes high expectations for academic achievement at appropriate student learning levels, aligned with state standards.

The school shall provide equal educational opportunities for all students through a balanced stimulating and challenging curriculum.

We value a climate that is safe, consistent, pleasant, and orderly. We promote relationships based on clear communication, mutual respect, trust, and caring. Students, parents, staff, and community work in cooperation to help develop responsible, concerned, confident and productive citizens whose continual self-motivation to learn and grow will greatly contribute to our society.

School Profile

Cloverland is located in the rural city of Oakdale, named for the groves of oak trees that grow in the area and nearby hills. Greater Oakdale, population 30,000, is within a comfortable driving distance to Yosemite National Park, the Sierra Nevada's Gold Rush Country, and the nearby Stanislaus River. Cloverland, named for Oakdale's ladino clover, was built on the eastern edge of Oakdale in 1954. Today, Cloverland is one of four traditional schedule elementary schools in the Oakdale Joint Unified School District which also includes a junior high and high school. Cloverland manages 21 general education classes (grades K-6). Five classrooms are used for three Special Education programs: Resource, Primary Special Day, Intermediate Special Day, and two county Severely Handicapped classes. One classroom is used primarily for the after school program (ASES) and houses the After School Program Manager. The campus also has one room for the library and computer lab. There is one multipurpose room. The district-wide classroom music, chorus, band, science, and Gifted Learner programs are accommodated in classrooms. The office areas on campus provide space for the district psychologist, district nurse, and site health clerk. The local county Head Start program and numerous local preschool programs work cooperatively with and feed into the district. The Oakdale community and the Oakdale Joint Unified School District work in partnership to provide an excellent education for all students.

Cloverland has an enrollment of 480 students in kindergarten through sixth grade. Kindergarten students receive 205 minutes of daily instruction; first through third grade students receive 287 minutes of daily instruction; fourth through sixth grade students receive 307 minutes of daily instruction. All students experience 17 minimum school days during the year for special events such as Open House, staff development and trainings, parent conferences, and vacation.

Oakdale Joint Unified School District
Single Plan for Student Achievement

Cloverland's staff, students, parents, and the Oakdale community collaborate to assume the all-important responsibility of educating and supporting the whole child to become a productive and responsible citizen. The ethnic diversity of the Cloverland student population is as follows: 1.5% American Indian, 1.3% Chinese, 1.3% Asian Indian, 0.3% Other Asian, 0.6% Samoan, 0.8% Filipino, 35.5% Hispanic, 1.5% African American, 53.2% Caucasian, and 4.2% declined to state. This diversity enriches instruction and community at Cloverland.

Approximately 21% percent of the Cloverland Student body are English Learners. This is a 2% increase from 2006-2007. These 101 students are receiving English Language Learner services. They receive English Language Development instruction for thirty minutes per day from teachers with ELD certification. Additional support personnel includes one 6-hour per day bilingual paraprofessional providing assistance to EL students. Students receive differentiated ELD instruction based on their CELDT assessment results. Ongoing progress on the ELD Standards is monitored via the use of locally developed ELD Standards Benchmark Checklists for each English Learner.

Of our English Learners, 92% of EL students are Spanish speakers, with Punjabi, Cantonese, Gujarati, and Cubano making up the other 8%.

Seventy-four percent of Cloverland EL students are in levels 1, 2, or 3. Twenty-six percent are in levels 4 and 5. Six students are being monitored after being re-designated as English Proficient. The progress of these re-designated students is monitored for two years. Previously re-designated students are successfully progressing in the site core curriculum. Seventeen EL students also receive Special Education services in Resource, Special Day Class, and/or Speech and Language.

The dedicated Cloverland staff is committed to providing a learning environment that promotes academic excellence. The staff includes: 24 fully credentialed full-time teachers, one site administrator, three full-time custodians, two full-time secretaries, one full-time library technician, one full-time computer technician, four part-time lunch supervisors, one part-time School Resource Officer, one part-time GATE teacher, one full-time speech language pathologist, one part-time school psychologist, one part-time science teacher, one part-time instrumental music teacher, two part-time classroom music teachers, one part-time health clerk, six part-time classroom paraprofessionals, one full-time bilingual paraprofessional, two part-time Special Education paraprofessionals, two one on one aides, two full-time special needs paraprofessionals, one full time After School Program Manager, one full-time food services clerk, and two part-time food servers. Two days per week, Cloverland receives district RN services. The total staff provides students with a challenging and rigorous education. A variety of supplementary programs and services ensure student success. Depending on individual student needs, the full-time and part-time staff provides Gifted Learner Education, an English Learner program, an extensive after school intervention program (ASES) for "at risk" students, Title I, and Special Education services. A library/computer lab program, vocal and instrumental music programs, health services, breakfast and lunch programs, and the City of Oakdale Before/After School Recreational program are also available. Additional student activities include: Safety Patrol, Chorus, 6th Grade Outdoor Education, Student Newspaper, and Student Council.

Cloverland School's commitment to a safe and orderly learning environment is evidenced by the site's comprehensive Safe Schools Plan. The plan is reviewed and updated annually by the staff. The site administrator attends training sessions provided by local police and fire agencies and the State of California Office of Emergency Services on school emergency response using SEMS (Standardized Emergency Management System); site and district administrators and police and fire personnel share this information with the staff. The site Safety Committee meets each semester to review safety issues at Cloverland and address

Oakdale Joint Unified School District

Single Plan for Student Achievement

ways to enhance a safe, nurturing environment for the students and staff. The School Site Council meets quarterly and also addresses site safety issues on an ongoing basis. Emergency preparedness procedures are prominently posted next to every telephone in each classroom and all offices. The staff reviews safety procedures with students on a regular basis, and emergency drills are held for various situations such as fire, earthquake, and lock-down. Adult supervision is provided for student protection before school, during recesses and lunch, and during dismissals. All visitors to Cloverland School (non-students and non-instructional staff) must enter Cloverland via the main entrance, sign-in/out, and carry a visitor's badge while on campus. Two-way radio access is available on the Cloverland campus. Radios are located with the office, used by yard duty supervisors, the site administrator, custodians, and traffic patrol personnel. An "all call" system is wired into the site telephone system. All telephones on campus have the capability to make announcements that can be heard throughout the school. All Cloverland classroom telephones also have the ability to make local calls (including 911) and communicate within the school. In the event of an emergency or disaster, key Cloverland personnel are responsible for facilitating and coordinating communication with the Cloverland School staff, with the Oakdale Joint Unified School District offices, the Oakdale Police Department, Fire Department, and the hospital, throughout an emergency.

The Cloverland staff models, promotes, and expects a positive, safe learning environment as exemplified by a zero expulsion rate and a 5.2% suspension rate, with an average monthly attendance rate of 94.6% during 2006-2007. The entrance to Cloverland conveys pride, exemplified by the display case and hallways filled with students' special projects, and announcements of impressive achievements. Cloverland students are expected to be successful and responsible citizens. Every new enrollee also receives pertinent information. Parents and students review, sign, and return all school rules and policies. We are proud of the strong partnership between parents and staff. The low incidence of violent and disruptive behavior is a result of clearly defined standards, a variety of appropriate interventions when necessary, and a caring, dedicated staff. Cloverland students are proud of the contributions they have made to their school, to the community of Oakdale, and to the global community.

School Demographic Data

School Enrollment by Ethnicity: 2006-2007

School	Sch. Code	American Indian or Alaska Native	% of Total Enroll.	Asian	% of Total Enroll.	Pacific Islander	% of Total Enroll.	Filipino	% of Total Enroll.	Hispanic or Latino	% of Total Enroll.	African American	% of Total Enroll.	White (not Hispanic)	% of Total Enroll.	Multiple or No Response	% of Total Enroll.	Total Enroll.
CLOVERLAND ELEMENTARY	6052880	9	1.8	18	3.5	2	0.4	4	0.8	181	35.2	13	2.5	275	53.5	12	2.3	514
OAKDALE JOINT UNIFIED	5075564	62	1.2	87	1.6	16	0.3	51	1.0	1,445	27.1	69	1.3	3,331	62.5	265	5.0	5,326
County Total:		943	0.9	4,593	4.3	845	0.8	1,079	1.0	51,960	48.6	4,075	3.8	39,756	37.2	3,743	3.5	106,994
State Total:		48,307	0.8	510,371	8.1	38,696	0.6	165,381	2.6	3,026,802	48.1	477,480	7.6	1,848,722	29.4	171,193	2.7	6,286,952
Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools. Starting in 2000-01, enrollment figures include State Special Schools																		

School Enrollment by Grade: 2006-2007

School	Sch. Code	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr. Elem.	Grade 9	Grade 10	Grade 11	Grade 12	Ungr. Sec.	Total Enroll.	Adults in K-12 Programs
CLOVERLAND ELEMENTARY	6052880	74	63	72	72	67	80	86	0	0	0	0	0	0	0	0	514	0
OAKDALE JOINT UNIFIED	5075564	374	377	378	381	380	382	395	430	388	0	474	434	488	445	0	5,326	0
County Total:		7,907	8,326	8,106	8,017	7,882	8,272	8,191	8,207	8,276	529	8,319	8,622	8,351	7,667	322	106,994	31
State Total:		454,639	477,461	466,051	467,895	470,645	478,923	485,730	492,950	492,019	3,393	545,043	517,873	487,522	443,154	3,654	6,286,952	2,284
Starting in 1998-99, enrollment figures include California Youth Authority (CYA) schools. Starting in 2000-01, enrollment figures include State Special Schools.																		

School Enrollment by Gender, Grade, and Ethnic Distribution

Grade	Female									Male									Total Enrollment
	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Female	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Total Male	
Kindergarten	0 (0.0%)	1 (2.9%)	0 (0.0%)	0 (0.0%)	9 (26.5%)	4 (11.8%)	20 (58.8%)	0 (0.0%)	34 (45.9%)	1 (2.5%)	2 (5.0%)	1 (2.5%)	0 (0.0%)	14 (35.0%)	3 (7.5%)	16 (40.0%)	3 (7.5%)	40 (54.1%)	74
Grade 1	0 (0.0%)	1 (4.2%)	0 (0.0%)	0 (0.0%)	8 (33.3%)	0 (0.0%)	15 (62.5%)	0 (0.0%)	24 (38.1%)	1 (2.6%)	0 (0.0%)	0 (0.0%)	3 (7.7%)	13 (33.3%)	2 (5.1%)	18 (46.2%)	2 (5.1%)	39 (61.9%)	63
Grade 2	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	10 (34.5%)	1 (3.4%)	17 (58.6%)	1 (3.4%)	29 (40.3%)	0 (0.0%)	2 (4.7%)	0 (0.0%)	0 (0.0%)	18 (41.9%)	0 (0.0%)	21 (48.8%)	2 (4.7%)	43 (59.7%)	72
Grade 3	2 (5.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	15 (38.5%)	0 (0.0%)	22 (56.4%)	0 (0.0%)	39 (54.2%)	1 (3.0%)	2 (6.1%)	0 (0.0%)	0 (0.0%)	12 (36.4%)	0 (0.0%)	18 (54.5%)	0 (0.0%)	33 (45.8%)	72
Grade 4	1 (3.3%)	4 (13.3%)	1 (3.3%)	1 (3.3%)	7 (23.3%)	0 (0.0%)	15 (50.0%)	1 (3.3%)	30 (44.8%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	11 (29.7%)	1 (2.7%)	25 (67.6%)	0 (0.0%)	37 (55.2%)	67
Grade 5	1 (2.7%)	2 (5.4%)	0 (0.0%)	0 (0.0%)	12 (32.4%)	0 (0.0%)	22 (59.5%)	0 (0.0%)	37 (46.2%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	20 (46.5%)	0 (0.0%)	22 (51.2%)	1 (2.3%)	43 (53.8%)	80
Grade 6	2 (4.5%)	3 (6.8%)	0 (0.0%)	0 (0.0%)	19 (43.2%)	1 (2.3%)	18 (40.9%)	1 (2.3%)	44 (51.2%)	0 (0.0%)	1 (2.4%)	0 (0.0%)	0 (0.0%)	13 (31.0%)	1 (2.4%)	26 (61.9%)	1 (2.4%)	42 (48.8%)	86

Federal Accountability: AYP

Progress Reports

Adequate Yearly Progress School Report

- Federal accountability requirements, reports in terms of AYP criteria, measure the academic success of a school or LEA according to how well it meets common performance targets. It assumes all schools or LEA's must meet the same academic achievement levels statewide. For example, all high schools must have at least 33.4 % of their students at Proficient or Advanced in English-Language Arts (ELA) to make AYP in spring 2008.
- Federal regulations require that all California schools and LEA's receive an annual AYP determination. The 2007 Accountability Progress Report includes all the elements used to determine AYP for Oakdale High School.

Participation rate of 95 percent or greater in the 2006 assessments used to establish the percentage of students at the proficient level or above for AYP.

- Percentage of students performing at the proficient level or above in ELA and Mathematics on the 2007 STAR. School-wide or LEA –wide API Growth
- School-wide or LEA-wide graduation rate for schools or LEA's with high school students
 - [2007 AYP Accountability Progress Report for Cloverland Elementary](#)
 - [2007 AYP Accountability Progress Chart for Cloverland Elementary](#)



School Adequate Yearly Progress Report

California Department of Education
Policy and Evaluation Division

2007 Accountability Progress Report

Made AYP:
Met 21 of 21 AYP
Criteria

Yes

GROUPS

Schoolwide

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollmen t First Day of Testing	Number of Student s Tested	Rat e	Met 2007 AYP Criteri a	Alternativ e Method	Enrollmen t First Day of Testing	Number of Student s Tested	Rat e	Met 2007 AYP Criteri a	Alternativ e Method
Schoolwide	365	364	100	Yes		365	364	100	Yes	
African American or Black (not of Hispanic origin)	5	5	100	--		5	5	100	--	
American Indian or Alaska Native	8	8	100	--		8	8	100	--	
Asian	13	13	100	--		13	13	100	--	
Filipino	2	2	100	--		2	2	100	--	
Hispanic or Latino	135	135	100	Yes		135	135	100	Yes	
Pacific Islander	1	1	100	--		1	1	100	--	
White (not of Hispanic origin)	195	194	99	Yes		195	194	99	Yes	
Socioeconomically Disadvantaged	187	187	100	Yes		187	187	100	Yes	
English Learners	85	85	100	Yes	ER	85	85	100	Yes	ER
Students with Disabilities	42	42	100	--		42	42	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 24.4 % Met all percent proficient rate criteria? Yes					Mathematics Target 26.5 % Met all percent proficient rate criteria? Yes				
	Valid Score s	Number At or Above Proficien t	Percent At or Above Proficien t	Met 2007 AYP Criteri a	Alternativ e Method	Valid Score s	Number At or Above Proficien t	Percent At or Above Proficien t	Met 2007 AYP Criteri a	Alternativ e Method
Schoolwide	347	194	55.9	Yes		347	203	58.5	Yes	
African American or Black (not of Hispanic origin)	4	--	--	--		4	--	--	--	
American Indian or Alaska Native	8	--	--	--		8	--	--	--	
Asian	13	11	84.6	--		13	9	69.2	--	
Filipino	1	--	--	--		1	--	--	--	
Hispanic or Latino	127	55	43.3	Yes		127	57	44.9	Yes	
Pacific Islander	1	--	--	--		1	--	--	--	
White (not of Hispanic origin)	187	118	63.1	Yes		187	122	65.2	Yes	
Socioeconomically Disadvantaged	173	83	48.0	Yes		173	90	52.0	Yes	
English Learners	80	31	38.8	Yes		80	29	36.3	Yes	
Students with Disabilities	39	15	38.5	--		39	16	41.0	--	

Academic Performance Index (API) - Additional Indicator for AYP

2006 Base API	2007 Growth API	2006-07 Growth	Met 2007 API Criteria	Alternative Method
813	817	4	Yes	

2007 API Criteria for meeting federal AYP: A minimum "2007 Growth API" score of 590 OR "2006-07 Growth" of at least one point.



School Adequate Yearly Progress Chart

2007 Accountability Progress Report

Yes

Met AYP Criteria:

[Participation Rate](#)

[Percent Proficient](#)

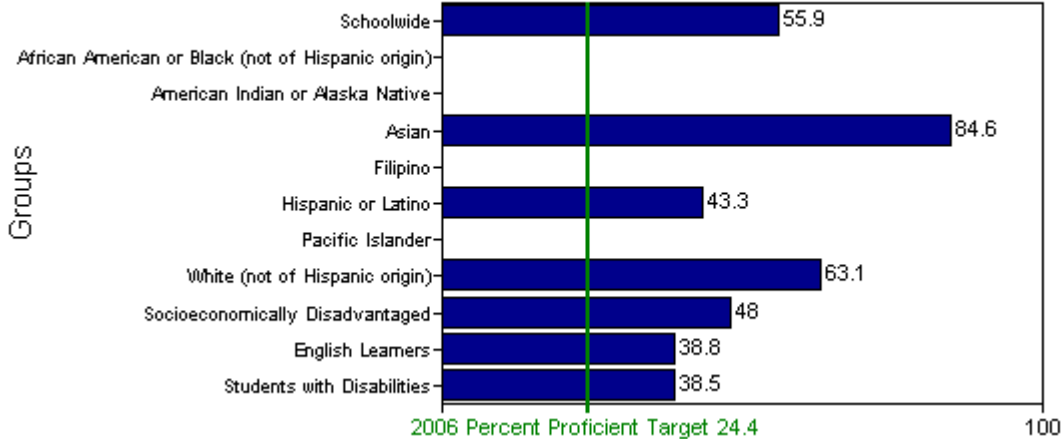
[Academic Performance Index \(API\)](#)

[- Additional Indicator for AYP](#)

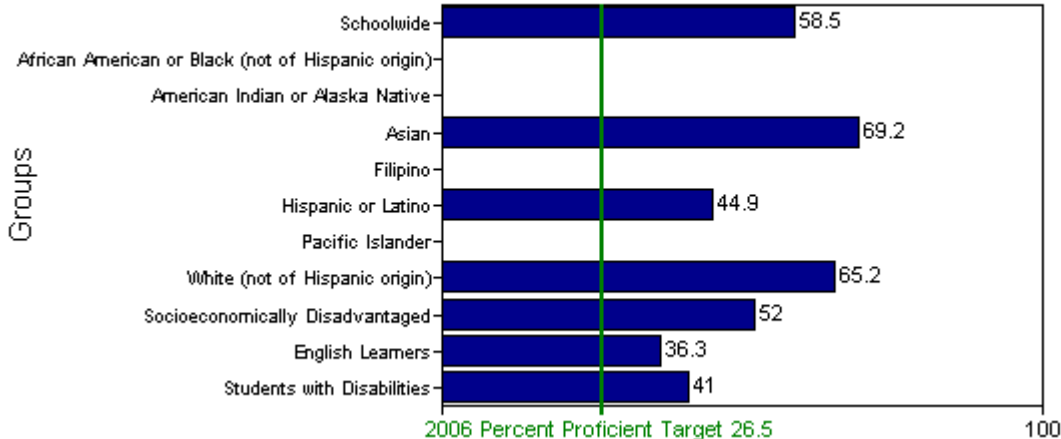
[Graduation Rate](#)

English-Language Arts	Mathematics
Yes	Yes
Yes	Yes
	Yes
	N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



Oakdale Joint Unified School District
Single Plan for Student Achievement

State Accountability: API

Progress Reports

Academic Performance Index

California's accountability requirements, reported in terms of API criteria, measure the academic success of a school on the basis of how much it improves annually. Schools have a minimum growth target for the school year, and the target varies according to the API score at the beginning of the year. The growth in the school's API reflects the progress the school made from one year to the next. The 2007 Accountability Progress Report includes the 2006 API Base, the 2007 API Growth, and the school-wide or LEA-wide growth in the API from 2006-2007. The report does not include API scores for numerically significant student subgroups. These data elements will appear as usual on the 2005-2006 API Growth Report. Schools making AYP but not making the minimal API cut-offs delineated in the API Accountability Chart are still identified as Program Improvement Schools.

- [2007 API Accountability Progress Report for Cloverland Elementary](#)
- [2006-2007 API School Growth Report](#)
- [Site Accountability Worksheet](#)



School Academic Performance Index Chart

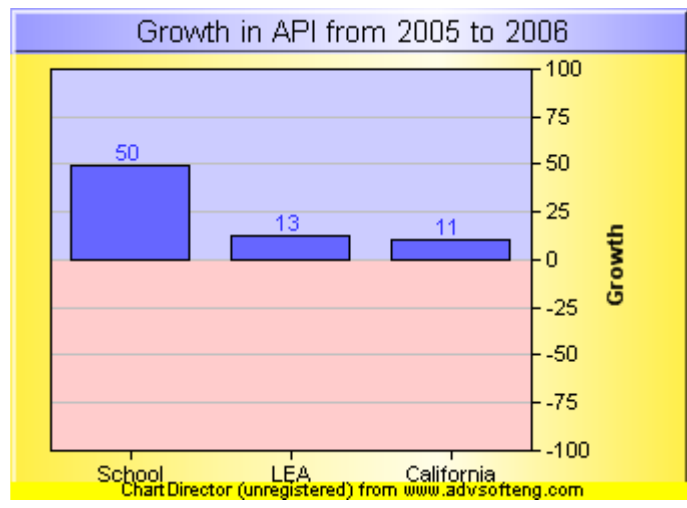
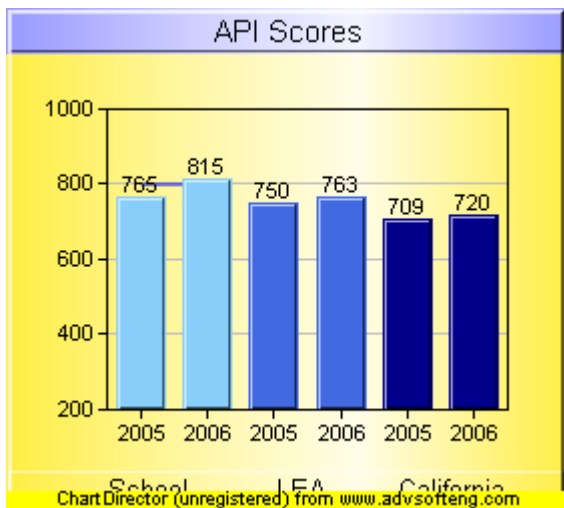
2007 Accountability Progress Report

2005 API	2006 API	Growth in the API from 2005 to 2006
765	815	50

Met 2005-06 API Growth Targets:

Schoolwide	Yes
Comparable Improvement	Yes
Both	Yes

Schools that do not have a valid 2005 API Base will not have any growth or target information.



School: Cloverland Elementary
LEA: Oakdale Joint Unified



School Report 2005-06 Academic Performance Index (API) School Growth Report

2006 API Growth Links:

School: Cloverland Elementary
LEA: Oakdale Joint Unified
County: Stanislaus
CDS Code: 50-75564-6052880
School Type: Elementary

(An LEA is a school district or county office of education.)

Direct Funded Charter School: No

	API				Met Growth Target		
Number of Students included in the 2007 Growth API	2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Schoolwide	Comparable Improvement (CI)	Both Schoolwide and CI
347	817	813	A	4	Yes	No	No

[Similar Schools](#)

Median API	
2007 Growth	2006 Base
773	762

Click on the median value heading to link to the list of 2006 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2006 Base API Report.

Subgroups

	Number of Students Included in 2007 API	Numerically Significant in Both Years	Subgroup API				
			2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Met Subgroup Growth Target
African American (not of Hispanic origin)	4	No					
American Indian or Alaska Native	8	No					
Asian	13	No					
Filipino	1	No					
Hispanic or Latino	127	Yes	756	761	5	-5	No
Pacific Islander	1	No					
White (not of Hispanic origin)	187	Yes	851	836	A	15	Yes
Socioeconomically Disadvantaged	173	Yes	786	787	5	-1	No
English Learners	80	Yes	715	727	5	-12	No
Students with Disabilities	39	No					



2006-07 Preliminary Title III School Accountability Information

California Department of Education
 Language Policy and Leadership Office
 Release Date: September 28, 2007

LEA: Oakdale Joint Unified
 CD Code: 5075564

[Printing Tips](#)

This report contains preliminary information on school-level performance on the Title III English language proficiency Annual Measurable Achievement Objectives (AMAOs) as measured on the 2006 California English Language Development Test (CELDT). These school-level data are reported for informational purposes only. Under Title III, funding and accountability are at the local educational agency level.

School Code	School	Number of 2006 Annual Testers	AMAO 1 - Annual Growth				AMAO 2 - Attaining English Proficiency		
			Percent with Prior Year Data	Number in Cohort 1	Number met AMAO 1	Percent met AMAO 1	Number in Cohort 2	Number met AMAO 2	Percent met AMAO 2
District Data:		516	100%	516	275	53.3%	236	69	29.2%
Elementary Schools									
6052880	Cloverland Elementary	88	100%	88	41	46.6%	44	13	29.5%
6052898	Fair Oaks Elementary	86	100%	86	37	43%	42	7	16.7%
6100390	Magnolia Elementary	75	100%	75	39	52%	27	4	14.8%
0107979	Sierra View Elementary	150	100%	150	78	52%	55	19	34.5%
Middle Schools									
6052906	Oakdale Junior High	76	100%	76	57	75%	43	24	55.8%
High Schools									
5031950	East Stanislaus High (Cont.)	1	100%	1	*	*	1	*	*
5035654	Oakdale High	39	100%	39	22	56.4%	23	*	*
5030176	Oakdale Home Study Charter	1	100%	1	*	*	1	**	

* An asterisk (*) indicates that the school had less than 25 in the cohort; thus, no calculation was performed for that AMAO. Data are reported for schools with 25 or more annual CELDT testers in Cohort 1 or Cohort 2 because the results are more reliable when schools have larger numbers taking the test. For more details on the Title III Accountability Reports, refer to the Web site at: (<http://www.cde.ca.gov/sp/el/t3/acct.asp>).

If less than 85 percent of the 2006 CELDT takers have the required prior CELDT scores, the results should be interpreted with caution. If less than 65 percent of the 2006 CELDT takers have prior year scores, no values will be printed.

Oakdale Joint Unified School District
Single Plan for Student Achievement

Site Accountability Worksheet

ELEMENTARY SCHOOLS AND JUNIOR HIGH					
Site Name: Cloverland					
Accountability Measure	Site's Spring 2007 Score	Goal for Spring 2008	Should this area be addressed via a site plan goal?		
			No ✓	Possibly ✓	Yes ✓
Site API Base	817	Growth of at least 1 point OR 5% x (800 – Site - API Base)	✓		
AYP (ELA) ▪ Schoolwide	55.9	35.2 % Proficient or Advanced	✓		
AYP (ELA) ▪ Hispanic	43.3	35.2 % Proficient or Advanced		✓	
AYP (ELA) ▪ Socioeconomically Disadvantaged	48.0	35.2 % Proficient or Advanced	✓		
AYP (ELA) ▪ English Learners	38.8	35.2 % Proficient or Advanced			✓
AYP (ELA) ▪ Students with disabilities	38.5	35.2 % Proficient or Advanced			✓
AYP (Math) ▪ Schoolwide	58.5	37% Proficient or Advanced	✓		
AYP (Math) ▪ Hispanic	44.9	37% Proficient or Advanced		✓	
AYP (Math) ▪ Socioeconomically disadvantaged	52.0	37% Proficient or Advanced	✓		
AYP (Math) ▪ English Learners	36.3	37% Proficient or Advanced			✓
AYP (Math) ▪ Students with Disabilities	41.0	37% Proficient or Advanced			✓
AMAO 1	48.7	50.1%% of English Learners making progress in learning English		✓	
AMAO 2	27.2	28.9% of English Learners achieving English Language Proficiency		✓	

Comments:

Oakdale Joint Unified School District
Single Plan for Student Achievement

Elementary English Learner Program Data Analysis

AYP	2008 GOAL	ACHIEVEMENT	MET GOAL?
• EL: ELA % Participation	95	100	YES
• EL: ELA % Prof/Adv	35.2	38.8	YES
• EL: MATH % Participation	95	100	YES
• EL: MATH % Prof/Adv	37	36.3	NO

If your site did not meet the AYP percent proficient targets for the EL subgroup, the following data analysis and reflective questions will be useful in determining where your program failed and what areas may need to be addressed in the revision of your Site Plan.

EL English Language Arts Gap Analysis Over Time

STAR Testing	EL % Pro/Adv	Schoolwide % Pro/Adv	GAP
Spring 2003	18.9	41.7	22.8
Spring 2004	23.0	44.9	21.9
Spring 2005	17.4	45.5	28.1
Spring 2006	34.2	53.7	19.5
Spring 2007	38.8	55.9	17.1

EL MATH Gap Analysis Over Time

STAR Testing	EL % Pro/Adv	Schoolwide % Pro/Adv	GAP
Spring 2003	29.3	47.5	18.2
Spring 2004	25.0	45.0	20.0
Spring 2005	23.7	45.1	21.4
Spring 2006	40.8	58.2	17.4
Spring 2007	36.3	58.5	22.2

Spring 2007 EL English Language Arts Gap Analysis – By Grade

Subgroup/Area	EL % Pro/Adv	All Students % Pro/Adv	GAP
EL Overall	38.8	55.9	17.1
2nd Grade	40	55.9	15.9
3rd Grade	7	55.9	48.9
4th Grade	29	55.9	26.9
5th Grade	13	55.9	42.9
6th Grade	0	55.9	55.9

Spring 2007 EL Mathematics Gap Analysis – By Grade

Subgroup/Area	EL % Pro/Adv	All Students % Pro/Adv	GAP
EL Overall	36.3	58.5	22.2
2nd Grade	50	58.5	8.5
3rd Grade	21	58.5	37.5
4th Grade	29	58.5	29.5
5th Grade	13	58.5	45.5
6th Grade	0	58.5	58.5

Oakdale Joint Unified School District
Single Plan for Student Achievement

RFEP Spring 2007 CST in ELA				
# of RFEP	# Proficient/Advanced in ELA	% Proficient/Advanced in ELA		
18	16	88.9		
RFEP Spring 2007 CST in MATH				
# of RFEP	# Proficient/Advanced in ELA	% Proficient/Advanced in ELA		
18	10	55.6		
RFEP/School wide Spring 2007 CST Gap Analysis				
STAR TEST	RFEP % Prof/Adv	School wide % Prof/Adv	GAP	
ELA CST	88.9	55.9	No gap	
MATH CST	55.6	58.5	2.9	
% of EL Scoring Proficient/Advanced on the CST Over Time				
ELA	Spring 2004	Spring 2005	Spring 2006	Spring 2007
2nd Grade	19	25	31	40
3rd Grade	19	14	25	7
4th Grade	15	29	37	29
5th Grade	17	7	30	13
6th Grade	0	8	13	0
MATH	Spring 2004	Spring 2005	Spring 2006	Spring 2007
2nd Grade	31	22	46	50
3rd Grade	29	42	44	21
4th Grade	16	30	42	29
5th Grade	8	10	40	13
6th Grade	13	0	7	0

Oakdale Joint Unified School District
Single Plan for Student Achievement

Elementary ELA Program Data Analysis

AYP	Spring 2007 Achievement	Spring 2008 GOAL	Will goal be met?
• ELA AYP % Participation	100	100	YES
• ELA AYP % Prof/Adv	55.9	35.2	YES

If your site did not meet the AYP percent proficient targets for ELA, the following data analysis and reflective questions will be useful in determining where your program failed and what areas may need to be addressed in the revision of your Site Plan.

Spring 2007 STAR ELA Subgroup Gap Analysis

Subgroup	Spring 07 Achievement	Spring 08 Goal	GAP
Hispanic	43.3	35.2	No gap
Socioeconomically Disadvantaged	48.0	35.2	No gap
English Learners	38.8	35.2	No gap
Students with Disabilities	38.5	35.2	No gap

STAR ELA : Socio-economically Disadvantaged Subgroup Gap Analysis Over Time

STAR Testing	Socio Spring 07 Achievement	School Wide Spring 2007 Achievement	GAP
Spring 2003	30.0	41.7	11.7
Spring 2004	34.5	44.9	10.4
Spring 2005	32.2	45.5	13.3
Spring 2006	47.1	53.7	6.6
Spring 2007	48.0	55.9	7.9

STAR ELA Students with Disabilities Subgroup Gap Analysis Over Time

STAR Testing	Stud with Dis Spring 07 Achievement	School Wide Spring 2007 Achievement	GAP
Spring 2003	3.3	41.7	38.4
Spring 2004	16.9	44.9	28.0
Spring 2005	13.7	45.5	31.8
Spring 2006	30.0	53.7	23.7
Spring 2007	38.5	55.9	17.4

Spring 2007 ELA Gap Analysis – By Grade

Subgroup/Area	% Pro/Adv	Spring 2008 Goal	GAP
2 nd Grade	52	35.2	No gap (16.8)
3 rd Grade	48	35.2	No gap (12.8)
4 th Grade	64	35.2	No gap (28.8)
5 th Grade	59	35.2	No gap (23.8)
6 th Grade	48	35.2	No gap (12.8)

Oakdale Joint Unified School District
Single Plan for Student Achievement

Grade Level Percentage Scoring Proficient/Advanced on the ELA CST – Over Time				
Grade	Spring 2004	Spring 2005	Spring 2006	Spring 2007
2nd Grade	43	50	57	52
3rd Grade	38	42	45	48
4th Grade	48	51	55	64
5th Grade	50	41	53	59
6th Grade	36	45	49	48

Oakdale Joint Unified School District
Single Plan for Student Achievement

ELA Program Evaluation Questions (related to Students with Disabilities and English Learners)

List Grade Levels/Courses and subgroups within those Grade Levels/Courses that the data needs analysis revealed as areas of need:

The following questions should focus on these areas of identified need.

A. Alignment of instruction with content standards

- 1) Are the existing gaps in ELA course/grade level performance due to curriculum that is not aligned with the ELA Content Standards?
- 2) Are the existing gaps in ELA course/grade level performance due to needed staff development (i.e. new curriculum that needs support, new teachers hired, etc.)?
- 3) What steps will be taken to alleviate these gaps?

GLAD training

Step Up to Writing training (by staff) and purchase of kits

5th grade has seen improvement in ELA test scores last 2 years

The curriculum seems to be aligned, and the standards are clearly listed in our teacher manuals. We are lucky to get support for our curriculum and programs. What we really need is more time in our day. Since we can't have more time, we will have to "essentialize" our teaching. We need to work together as a grade level to do this.

Should level 4's attend STAR test determined UA group – not an EL group?

Gaps are due to time constraints in teaching the curriculum – designated teaching time per curriculum is feasible in daily routine.

Phonics program stressed in 2nd

Step up to writing

Theme skills tests to analyze similar data

B. Improvement of instructional strategies and materials

- 1) What types of instructional strategies are needed to reach this/these subgroup(s)?
- 2) What steps can be taken to support these instructional strategies? (coaching, staff development, (grade level/course collaboration, peer coaching)

Sharing of strategies during collaboration times.

We will continue to use small groups and one-on-one teaching when appropriate and feasible. This is easier when we have an aide or parent helpers. We will also "essentialize" our teaching. We will continue to collaborate as a grade level. Peer coaching is also a possible step to help support these strategies.

GLAD materials/docents from great valley/Oakdale museum/field trips/incorporate realia

Tutoring by peers/parents

Oakdale Joint Unified School District
Single Plan for Student Achievement

Leveling of students by ability

Continued collaboration and aide support

C. Extended Learning Time (before school/after school/summer school/tutorials)

- 1) What extended learning time opportunities currently exist at your site?
- 2) Are students scoring below proficient enrolled in extended learning time opportunities?
- 3) Is there a mechanism to track participation and measure growth for students in established interventions?
- 4) Does data analysis indicate that these extended learning time opportunities have proven effective?
- 5) Can existing extended learning times become even more effective through the purchase of new materials, staff development, scheduling change, etc?
- 6) Should additional extended learning time activities be offered?

All students below Proficient invited to participate in ASES.

Need accountability with ASES students – analyze program effectiveness.

Attendance records track students' participation. ASES teachers do not keep track of grades to show growth – we need some accountability measures. Teachers report that their students who attend ASES show growth in the classroom.

1s and 2s need specific ASES program just for them

First grade needs to be involved after first trimester

D. Increased Educational Opportunity During the School Day

- 1) What special services are these students currently receiving during the school day?
- 2) Are these services effective? Should these opportunities be continued/discontinued/revise?
- 3) Is material/training necessary to support these services in order to make them effective?
- 4) What increased educational opportunities should be offered to these students?
- 5) Are material/training/staff necessary?

Resource, bilingual instructional aide.

Benefits of ASES should be stressed to parents.

We need a Title I teacher at the primary and intermediate levels. Primary teachers need their library and music offered in the afternoon.

Need bilingual aides assisting in classrooms

Revisit phonics/step up to writing

Resource/UA/one on one aide time

E. Staff Development and Professional Collaboration

Oakdale Joint Unified School District
Single Plan for Student Achievement

- 1) Which curriculum areas/grade levels are showing the least progress?
- 2) What staff development/collaboration can be offered to provide needed support in these specific curriculum areas/grade levels?

Continue collaboration time to share ideas and strategies, make workshops available to teachers.

Step Up to Writing

3rd needs to collaborate in order to plan “math power” time

Get approval to move level 4 ELs to appropriate UA group

F. Involvement of staff, parents, and community

- 1) How are parents of these students notified of student progress, opportunities for involvement, and specific ways to support their child?
- 2) Are these parents involved representatives in your SSC, PTC, etc? If not, how can you get EL parents more involved?
- 3) What steps are currently taken to get parents involved who have not been involved in the past?
- 4) What steps are taken to ensure that these parents know how to interpret STAR Test results, Report Cards, GPA?
- 5) How might community resources help support student achievement at your site?

Regular grade reports and direct teacher contact

EL parent night, PTC fliers

Continue bringing in guest speakers

English classes for parents

Sending home Spanish translations

Laptop program (SV – Kristi R)

Telephone calls by bilingual aide

G. Auxiliary services for students and parents:

- 1) What needs of these parents and/or these students cannot be met by your school during the existing time of services?
- 2) What resources currently exist within the county/city that parents and/or students should be made aware of?
- 3) How will your site make parents and/or students aware of these services?

Spanish interpreters, direct notification

Parenting classes and techniques for disciplining children as well as teaching parents how to help their own students with school work.

Oakdale Joint Unified School District
Single Plan for Student Achievement

Elementary Goal for English Language Arts

- **Goal 1:** At least 35.2% of Students With Disabilities and at least 35.2% of English Learners will score Proficient or Advanced in English Language Arts on the 2008 CSTs.

Prescribed Intervention Activity	Curriculum Used	Staff Responsible	Approximate Number of Minutes per Week
Universal Access	Houghton Mifflin	Principal, Teachers	150
Professional Learning Community Model of Teacher Collaboration	PLC Model	Principal, Teachers	50-100
Parent Involvement	Caring Schools	Principal, Teachers	Varies
ASES After School Intervention Program	Various	Principal, Teachers	240
Read Naturally Program	Read Naturally	Principal, Teachers	200
SRA Reading Program	SRA	Principal, Teachers	200
GLAD Training	GLAD	Principal, Teachers	2-day/4-day workshops
Mountain Language	Mountain Language	Principal, Teachers	100
Bilingual Instructional Aide	Various	Principal, Teachers, Aide	Varies
Accelerated Reader	Accelerated Reader	Principal, Teachers	60-150
Lexia Software Use	Lexia Software	Principal, Teachers	Varies
Technology to Support Current Programs	Various	Principal, Teachers	Varies

Oakdale Joint Unified School District
Single Plan for Student Achievement

GOAL 1: Site Budget Spending

Description of Specific Actions to Improve Educational Practice	Related Expenditures	Funding Source
<p>Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Professional Learning Community Model of Teacher Collaboration • GLAD Training • Universal Access • Mountain Language • Accelerated Reader – purchase of new web-based software • Lexia Software Use 	<p>Copies, Paper Staff Development Software</p>	<p>ASES Carryover Title I School and Library Improvement Block Grant (SLIBG)</p>
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • Continue providing small group instruction for EL students during Universal Access instructional time • Professional Learning Community Model of Teacher Collaboration • GLAD Training • Use of Mountain Language Curriculum • Bilingual Instructional Aide • Purchase of instructional technology to support programs • Purchase of large screen for cafeteria • Purchase Step Up to Writing kits for all teachers • Step up to Writing site training by teachers • Purchase of shed for after school program materials • Purchase of stage for school and after school activities • Purchase of P.E. materials and curriculum • Create plan for CELDT testing to occur prior to start of new school year 	<p>Copies, Paper Staff Development Materials/Supplies Staffing</p>	<p>Discretionary Title I Carryover ASES Carryover EIA Title I Discretionary SLIBG One-Time Discretionary Block Grant (DBG)</p>
<p>Extended learning time:</p> <ul style="list-style-type: none"> • ASES Afterschool Intervention Program • Actively recruit for ASES through DELAC and classroom visits • Restructure ASES to create flexible EL, test score level, subject area, and pre-requisite skill intervention groups • Summer school for pre-K and post-K students • Data analysis per grade level for program effectiveness 	<p>Curriculum Staffing Copies, Paper Communications Transportation Materials/Supplies Technology Staff Development</p>	<p>ASES ASES Carryover EIA</p>

Oakdale Joint Unified School District
Single Plan for Student Achievement

Description of Specific Actions to Improve Educational Practice	Related Expenditures	Funding Source
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> • Continue providing small group instruction for EL students during Universal Access instructional time • Extra Support for students with disabilities during Universal Access • Bilingual Instructional Aide and Title I aides • Cross grade peer tutoring • Explore implementation of Soar to Success and Early Success intervention programs 	<p>Copies, Paper Staffing</p>	<p>Discretionary Title I</p>
<p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • Provide time for teacher collaboration in order to plan Universal Access lessons • Professional Learning Community Model of Teacher Collaboration • Release time for Kindergarten teachers • GLAD Training • Lexia Software • Accelerated Reader Training • Step Up to Writing Training • Kindergarten conference for K teachers and SDC teacher • Train teachers on setting SMART goals and analyzing data • Attend parent involvement training and conferences • Provide release time for teacher peer observation • Provide regular across-grade-level collaboration • Provide regular special education teacher collaboration 	<p>Copies, Paper Staff Development Substitute Teachers</p>	<p>Discretionary ASES Carryover Title I SLIBG DBG</p>
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • Professional Learning Community Model of Teacher Collaboration • Family Reading Night and Book Fairs • Character Education Activities (Homeside Activities) • Rotary Read-In • Trimesterly Award Assemblies • ASES Orientation • SSC/ELAC 	<p>Copies, Paper Newsletters Announcements Lesson Plans Incentives Staffing Software Library Books</p>	<p>SLIBG ASES Carryover Arts and Music Block Grant Discretionary DBG</p>

Oakdale Joint Unified School District
Single Plan for Student Achievement

<ul style="list-style-type: none"> • Character education assembly put on my students on conflict resolution • Monthly Newsletters • Accelerated Reader • Parent Conferences • Translator (bilingual instructional aide) • Parent Institute in Spanish and English • Latino Family Literacy Project, CBET classes • Participation in District Parent Involvement Committee, DELAC • Art Corps Program/Family Art Night 		
<p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Bilingual Instructional Aide • Title I Instructional Aides 	Staffing	EIA Title I
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • Professional Learning Community Model of Teacher Collaboration • Analyze ASES student data for findings and share with staff 	Copies, Paper	Discretionary DBG ASES Carryover
<p>Technology:</p> <ul style="list-style-type: none"> • Site Technology Mentor • Accelerated Reader Software training • Maintain www.ed-helper.com and Unitedstreaming subscriptions for teachers • Purchase document cameras and Smart Boards 	Hardware Staff Development Stipend Conferences AR Quizzes	ASES Carryover DBG

Oakdale Joint Unified School District
Single Plan for Student Achievement

Elementary MATH Program Data Analysis

AYP	Spring 2007 Achievement	Spring 2008 GOAL	Will goal be met?
• MATH AYP % Participation	100	95	YES
• MATH AYP % Prof/Adv	58.5	37%	YES

If your site did not meet the AYP percent proficient targets for MATH, the following data analysis and reflective questions will be useful in determining where your program failed and what areas may need to be addressed in the revision of your Site Plan.

Spring 2007 STAR MATH Subgroup Gap Analysis

Subgroup	Spring 07 Achievement	Spring 2008 Goal	GAP
Hispanic	44.9	37%	No gap
Socio-economically Disadvantaged	52.0	37%	No gap
English Learners	36.3	37%	0.7
Students with Disabilities	41.0	37%	No gap

STAR MATH Socio-economically Disadvantaged Subgroup Gap Analysis Over Time

STAR Testing	Socio Achievement	Schoolwide Achievement	GAP
Spring 2003	37.0	47.5	10.5
Spring 2004	34.7	45.0	10.3
Spring 2005	34.0	45.1	11.1
Spring 2006	51.7	58.2	6.5
Spring 2007	52.0	58.5	6.5

STAR MATH Students with Disabilities Subgroup Gap Analysis Over Time

STAR Testing	Disabilities Achievement	Schoolwide Achievement	GAP
Spring 2003	10.3	47.5	37.2
Spring 2004	30.5	45.0	14.5
Spring 2005	19.6	45.1	25.5
Spring 2006	35.0	58.2	23.2
Spring 2007	41.0	58.5	17.5

Spring 2007 MATH Gap Analysis – By Grade

Subgroup/Area	Spring 07 % Pro/Adv	Spring 2008 Goal	GAP
2nd Grade	66	37%	No gap (29)
3rd Grade	59	37%	No gap (22)
4th Grade	62	37%	No gap (25)
5th Grade	58	37%	No gap (21)
6th Grade	41	37%	No gap (4)

Oakdale Joint Unified School District
Single Plan for Student Achievement

Grade Level Percentage Scoring Proficient/Advanced on the MATH CST – Over Time				
Grade	Spring 2004	Spring 2005	Spring 2006	Spring 2007
2nd Grade	56	47	70	66
3rd Grade	42	58	61	59
4th Grade	42	43	59	62
5th Grade	43	37	53	58
6th Grade	30	41	43	41

Math Program Evaluation Questions (related to Students with Disabilities and English Learners)

List Grade Levels/Courses and subgroups within those Grade Levels/Courses that the data needs analysis revealed as areas of need:

The following questions should focus on these areas of identified need.

A. Alignment of instruction with content standards

- 1) Are these existing gaps in math course/grade level performance due to curriculum that is not aligned with the Math Content Standards?
- 2) Are these existing gaps in math course/grade level performance due to needed staff development (i.e. new curriculum that needs support, new teachers hired, etc)?
- 3) What steps will be taken to alleviate these gaps?

Workshops for new teachers.

Gap exists for EL students because they can't read directions and story problems.

We are adopting new math textbooks this year.

Curriculum is not taught in a logical sequence and vocabulary is not consistent.

We are working together as a grade level to come up with a pacing calendar to ensure that we cover what's necessary prior to teaching.

Simplify standards and teach only essentials

Ability grouping

B. Improvement of instructional strategies and materials

- 1) What types of instructional strategies are needed to reach this/these subgroup(s)?
- 2) What steps can be taken to support these instructional strategies? (coaching, staff development, (grade level/course collaboration, peer coaching)

Continue grade level collaboration – coaching where needed.

One-on-one and small group instruction, manipulatives, making it relevant.

GLAD strategies

Leveling students

Sharing teaching

C. Extended Learning Time (before school/after school/summer school/tutorials)

- 1) What extended learning time opportunities currently exist at your site?
- 2) Does data analysis indicate that these extended learning time opportunities have proven effective?
- 3) Can existing extended learning times become even more effective through the purchase of new materials, staff development, scheduling change, etc?
- 4) Should additional extended learning time activities be offered?

Oakdale Joint Unified School District
Single Plan for Student Achievement

Math book adoption.

We need info. to support ASES growth

Continue ASES with focus on standards

Need accountability with ASES students – analyze program effectiveness.

Attendance records track students' participation. ASES teachers do not keep track of grades to show growth – we need some accountability measures. Teachers report that their students who attend ASES show growth in the classroom.

Computer lab ideas?

D. Increased Educational Opportunity During the School Day

- 1) What special services are these students currently receiving during the school day?
- 2) Are these services effective? Should these opportunities be continued/discontinued/revised?
- 3) Is material/training necessary to support these services in order to make them effective?
- 4) What increased educational opportunities should be offered to these students?
- 5) Are material/training/staff necessary?

Resource, bilingual instructional aides.

Stress importance of ASES to parents.

Math workshops.

We need a Title I teacher at the primary and intermediate levels. Primary teachers need their library and music offered in the afternoon.

E. Staff Development and Professional Collaboration

- 1) Which curriculum areas/grade levels are showing the least progress?
- 2) What staff development/collaboration can be offered to provide needed support in these specific curriculum areas/grade levels?

Grade level collaboration and mentoring/coaching

Collaborate across grade levels

F. Involvement of staff, parents, and community

- 1) How are parents of these students notified of student progress, opportunities for involvement, and specific ways to support their child?
- 2) Are these parents involved representatives in your SSC, PTC, etc? If not, how can you get EL parents more involved?
- 3) What steps are currently taken to get parents involved who have not been involved in the past?
- 4) What steps are taken to ensure that these parents know how to interpret STAR Test results, Report Cards, GPA?
- 5) How might community resources help support student achievement at your site?

Oakdale Joint Unified School District
Single Plan for Student Achievement

Regular grade reports, direct teacher contact.

Offer English classes to non-English speaking parents.

EL parent night, PTC fliers

English classes for parents

Sending home Spanish translations

Volunteer in ASES

Joint school, city brainstorm on committee set up to look into helping parents be more involved in school

Help with child care during school training

Consultant to investigate resources available

G. Auxiliary services for students and parents:

- 6) What needs of these parents and/or these students cannot be met by your school during the existing time of services?
- 7) What resources currently exist within the county/city that parents and/or students should be made aware of?
- 8) How will your site make parents and/or students aware of these services?

Spanish interpreters.

Direct notification.

Parenting classes and techniques for disciplining children as well as teaching parents how to help their own students with school work.

Library Lit programs for adults

Ability tools to help students at home

Training in English

Increasing older sibling support

Language classes

Neighborhood organizations

Visit neighborhoods, neighbor leaders targeted

Oakdale Joint Unified School District
Single Plan for Student Achievement

Elementary Goal for Math

- **Goal 2:** At least 37% of Students With Disabilities and at least 37% of English Learners will score Proficient or Advanced in Math on the 2008 CSTs.

Prescribed Intervention Activity	Curriculum Used	Staff Responsible	Approximate Number of Minutes per Week
Universal Access	Houghton Mifflin	Principal, Teachers	150
Professional Learning Community Model of Teacher Collaboration	PLC Model	Principal, Teachers	50-100
Parent Involvement	Caring Schools	Principal, Teachers	Varies
ASES After School Intervention Program	Various	Principal, Teachers	240
GLAD Training	GLAD	Principal, Teachers	2-day/4-day workshops
Mountain Math	Mountain Language	Principal, Teachers	100
Bilingual Instructional Aide	Various	Principal, Teachers, Aide	Varies
Math Facts in a Flash	Math Facts in a Flash	Principal, Teachers	60-150
Technology to Support Current Programs	Various	Principal, Teachers	Varies
Pilot Symphony Math	Symphony Math	Principal, Teachers	Varies

Oakdale Joint Unified School District
Single Plan for Student Achievement

GOAL 2: Site Budget Spending

Description of Specific Actions to Improve Educational Practice	Related Expenditures	Funding Source
Alignment of instruction with content standards: <ul style="list-style-type: none"> • Professional Learning Community Model of Teacher Collaboration • GLAD Training • Mountain Math • Math Facts in a Flash – purchase of new web-based software • Math Symphony 	Copies, Paper Staff Development Software	ASES Carryover Title I School and Library Improvement Block Grant (SLIBG)
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> • Professional Learning Community Model of Teacher Collaboration • GLAD Training • Use of Mountain Math Curriculum • Bilingual Instructional Aide • Purchase of instructional technology to support programs • Purchase of large screen for cafeteria • Purchase of shed for after school program materials • Purchase of stage for school and after school activities • Purchase of P.E. materials and curriculum • Create math vocabulary charts/activities for instruction and test preparation • Create plan for CELDT testing to occur prior to new school year 	Copies, Paper Staff Development Materials/Supplies Staffing	Discretionary Title I Carryover ASES Carryover EIA Title I Discretionary SLIBG One-Time Discretionary Block Grant (DBG)
Extended learning time: <ul style="list-style-type: none"> • ASES Afterschool Intervention Program • Actively recruit for ASES through DELAC and classroom visits • Restructure ASES to create flexible EL, test score level, subject area, and pre-requisite skill intervention groups • Summer school for pre-K and post-K students • Data analysis per grade level for program effectiveness 	Curriculum Staffing Copies, Paper Communications Transportation Materials/Supplies Technology Staff Development	ASES ASES Carryover EIA
Increased educational opportunity: <ul style="list-style-type: none"> • Bilingual Instructional Aide and Title I aides 	Copies, Paper Staffing	Discretionary Title I

Oakdale Joint Unified School District
Single Plan for Student Achievement

Description of Specific Actions to Improve Educational Practice	Related Expenditures	Funding Source
<p>Staff development and professional collaboration:</p> <ul style="list-style-type: none"> • Professional Learning Community Model of Teacher Collaboration • Release time for Kindergarten teachers • GLAD Training • Math Facts in a Flash Software • Kindergarten conference for K teachers and SDC teacher • Train teachers on setting SMART goals and analyzing data • Provide release time for teacher peer observation • Provide regular across-grade-level collaboration • Provide regular special education teacher collaboration • Explore math professional development opportunities • Participate in district math continuum meetings 	<p>Copies, Paper Staff Development Substitute Teachers</p>	<p>Discretionary ASES Carryover Title I SLIBG DBG</p>
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> • Professional Learning Community Model of Teacher Collaboration • Character Education Activities (Homeside Activities) • Rotary Read-In • Trimesterly Award Assemblies • ASES Orientation • SSC/ELAC • Monthly Newsletters • Parent Conferences • Translator (bilingual instructional aide) • Parent Institute in Spanish and English • Latino Family Literacy Project, CBET classes • Participation in District Parent Involvement Committee, DELAC • Art Corps Program/Family Art Night • Cross grade peer tutoring 	<p>Copies, Paper Newsletters Announcements Lesson Plans Incentives Staffing Software Library Books</p>	<p>SLIBG ASES Carryover Arts and Music Block Grant Discretionary DBG</p>
<p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Bilingual Instructional Aide • Title I Instructional Aides • Translation from bilingual aide if needed 	<p>Staffing</p>	<p>EIA Title I</p>

Oakdale Joint Unified School District
Single Plan for Student Achievement

Description of Specific Actions to Improve Educational Practice	Related Expenditures	Funding Source
Monitoring program implementation and results: <ul style="list-style-type: none"> • Professional Learning Community Model of Teacher Collaboration • Analyze ASES student data for findings and share with staff 	Copies, Paper	Discretionary DBG ASES Carryover
Technology: <ul style="list-style-type: none"> • Site Technology Mentor • Math Facts in a Flash training • Maintain www.ed-helper.com and Unitedstreaming subscriptions for teachers • Purchase document cameras and Smart Boards 	Hardware Staff Development Stipend Conferences AR Quizzes	ASES Carryover DBG

Oakdale Joint Unified School District
Single Plan for Student Achievement

Programs Included in This Plan

Check the box for each state and federal categorical program in which the school participates. The allocation listed is the amount of funding the school receives. A short summary of centralized services is provided via the bulleted points.

State Program Funding	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students succeed in school.	N/A
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program.	N/A
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program (#7090) Purpose: Develop fluency in English and academic proficiency of English learners <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: \$51,555 ▪ %of Categorical Coordinator ▪ Partial funding of Bilingual Community Aide ▪ Indirect Costs (3%:) ▪ Support of activities described in District 07-08 EL Action Plan 	\$ 48,055
<input checked="" type="checkbox"/> High Priority Schools Grant Program (#7258) <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ Purpose: Assist schools in meeting academic growth targets. East Stan only. 	N/A
<input type="checkbox"/> Targeted Instruction Improvement Block Grant (#7394) Purpose: Improve educational delivery of program <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ Staff Development ▪ Instructional materials ▪ Educational technology 	\$
<input checked="" type="checkbox"/> Peer Assistance and Review (#7271) Purpose: Assist teachers through coaching and mentoring. <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$25,031 ▪ Support Providers ▪ Staff Development ▪ Indirect Costs (5.66%) 	\$
<input checked="" type="checkbox"/> Pupil Retention Block Grant (#7390) Purpose: Prevent students from dropping out of school. <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES ▪ 6th period for 3 HS counselors ▪ Support to continuation HS ▪ Indirect Cost (None) 	\$
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant (#7395) Purpose: Improve library and other school programs. <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$63,686 ▪ 06/07 \$68,001 	\$45,117 (07/08) \$330 (06/07)

Oakdale Joint Unified School District
Single Plan for Student Achievement

State Program Funding	Allocation
<input checked="" type="checkbox"/> School Safety and Violence Prevention Act (#6405) Purpose: Increase school safety. <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$74,091 ▪ 06/07 \$2466 	
<input type="checkbox"/> ASES (#9033) Purpose: Provide academic and enrichment activities in after school programs <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES ▪ Indirect Costs (5.66%) ▪ Program staffing, materials, supplies 	N/A
<input checked="" type="checkbox"/> Tobacco-Use Prevention Education (#6660) Purpose: Eliminate tobacco use among students <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES ▪ 07/08 \$7110 ▪ 06/07 \$737 ▪ RRW ▪ Life Skills Curriculum ▪ Spit Tobacco Prevention ▪ TUPE 9-12 Consortium Services ▪ Indirect Costs (5.66%) 	\$
<input checked="" type="checkbox"/> Gifted and Talented Education (#7140) <ul style="list-style-type: none"> ▪ 07/08 \$45120 ▪ District contribution: \$48,495 ▪ Elementary GATE Teacher ▪ Parent Involvement ▪ GATE Advisory Council ▪ GATE Certification/Staff Development ▪ Program Evaluation ▪ Testing ▪ Technology supported intervention ▪ Supplementary materials ▪ Field Trips ▪ Indirect Costs (3%) 	\$
<input checked="" type="checkbox"/> SIP (#7260) (06-07 Carryover only) Staff Development <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$19,996 ▪ Materials and Supplies ▪ Indirect Costs (3%) 	\$
<input checked="" type="checkbox"/> Community Based English Tutoring (#6285) Purpose: Provide English Classes to parents <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$18,955 ▪ 06/07 \$938 	\$

Oakdale Joint Unified School District
Single Plan for Student Achievement

State Funding	Allocation
<input checked="" type="checkbox"/> English Language Acquisition Program (#6286) Purpose: Support English proficiency, academic excellence, and parent involvement of English Learners <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$22,479 ▪ 06/07 \$4448 ▪ Parent Workshops ▪ Teacher workshops 	\$
<input checked="" type="checkbox"/> Arts and Music Block Grant (#6760) Purpose: Provide standards-aligned art and music instruction <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$91,961 ▪ 06/07 \$49,916 ▪ Add additional staffing and program ▪ Provide textbooks, materials, equipment, supplies 	\$4,000
<input checked="" type="checkbox"/> Agricultural Vocational Education (#7010) Purpose: Improve the quality of agricultural education programs	\$
<input checked="" type="checkbox"/> CAHSEE Intervention (#7055) Purpose: Assist students who have not passed one or both of the CAHSEE <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$12,399 ▪ 06/07 \$35,950 ▪ Remedial classes ▪ Staffing ▪ Materials and supplies 	\$
<input checked="" type="checkbox"/> Support for School Counseling Program (#7080) Purpose: Increase counselor ratio at junior/high schools with specific focus on improved student performance on CAHSEE <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$37,557 ▪ 06/07 \$117,298 ▪ Hire additional counselors 	\$
<input checked="" type="checkbox"/> Instructional Materials Realignment (#7156) Purpose: To ensure that each student is provided with standards aligned textbooks in the core curriculum areas of reading/language arts, math, science, history/social science <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$360,777 ▪ 06/07 \$148,291 ▪ Purchase standards-based textbooks 	\$ (07/08) \$ (06/07)
<input checked="" type="checkbox"/> Career Ed Tech Equip (#6377) <ul style="list-style-type: none"> ▪ Purpose: 	\$
Total amount of state funding allocated to Cloverland Elementary School	\$

Oakdale Joint Unified School District
Single Plan for Student Achievement

Federal Programs under No Child Left Behind (NCLB)	Allocation
<input type="checkbox"/> Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	N/A
<input type="checkbox"/> Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	N/A
<input type="checkbox"/> Title I, Part A Schoolwide Programs (#3010) Purpose: Upgrade the entire educational program of eligible schools <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$124,135 ▪ 06/07 \$25,567 ▪ Supplemental materials and staffing 	N/A
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	N/A
<input type="checkbox"/> Title I, Part A: Program Improvement (#3010) Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified subgroups <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ School Choice ▪ Supplemental Educational Services 	\$88,424
<input checked="" type="checkbox"/> Title I, Part A: NON - Program Improvement (#3178) Purpose: Incentive funds to Non PI districts <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$11,937 ▪ Supplemental programs and services 	\$
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting (#4035) Purpose: Improve and increase the number of highly qualified teachers and principals <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$182,790 ▪ 06-07 \$42,725 ▪ Staff Development ▪ Substitutes ▪ Coordinator of Categorical Programs ▪ Refreshments for Staff Development ▪ Indirect Costs (5.66%) 	\$
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology (#4045) Purpose: Support professional development and the use of technology <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES ▪ 07/08 \$5778 ▪ 06/07 \$5947 ▪ Software ▪ Equipment ▪ Staff Development (25%) ▪ Indirect Costs (\$479) 	\$

Oakdale Joint Unified School District
Single Plan for Student Achievement

Federal Programs under No Child Left Behind (NCLB)	Allocation
<p>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students (#4203) Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards</p> <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$40,143 <input checked="" type="checkbox"/> <ul style="list-style-type: none"> ▪ IM: Bilingual Community Aide ▪ DELAC and Parent Involvement Meetings ▪ Parent Institute ▪ EL Committee ▪ Supplementary ELD Materials ▪ Lexia ▪ Staff Development ▪ Indirect Costs (2%) 	\$
<p>Title III, Part A: Immigrant (#4201) Purpose: Supplement instruction to help immigrant students attain meet academic performance standards</p> <input checked="" type="checkbox"/> <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES: ▪ 07/08 \$10,329 ▪ IM: Bilingual Community Aide ▪ Indirect Costs (2%) 	
<p>Title IV, Part A: Safe and Drug-Free Schools and Communities (#3710) Purpose: Support learning environments that promote academic achievement</p> <input checked="" type="checkbox"/> <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES ▪ 07/08 \$17,077 ▪ 06/07 \$3723 ▪ LifeSkills (6-8) ▪ TND (9-12) ▪ California Healthy Kids Survey ▪ Supplementary Materials ▪ Activities providing ongoing support after Challenge Day ▪ Staff Development ▪ Indirect Costs (5.66%) 	\$
<p>Title V: Innovative Programs (#4110) Purpose: Support educational improvement, library, media, and at-risk students</p> <input checked="" type="checkbox"/> <ul style="list-style-type: none"> ▪ CENTRALIZED SERVICES ▪ 07/08 \$5379 ▪ 06/07 \$5027 ▪ BTSA ▪ Staff Development ▪ Materials and Supplies ▪ Indirect Costs (5.66%) 	\$
<input checked="" type="checkbox"/> Vocational (#3550)	\$
Total amount of federal categorical funds allocated to district schools	\$

Oakdale Joint Unified School District
Single Plan for Student Achievement

Total amount of state categorical funds allocated to district schools	\$
Total amount of state and federal categorical funds allocated to district schools	\$340,689

Oakdale Joint Unified School District
Single Plan for Student Achievement

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Stacey Aprile	X				
Sandy Gaskell			X		
Oliver Abbott			X		
Sean McCarthy		X			
Sharon Fitzmaurice		X			
Terry Trowbridge		X			
Robyn Kuppens				X	
Delia Gonzalez				X	
Brandi Chavez				X	
Norma Vega				X	
Sergio Rodriguez				X	
Claudia Ortega				X	

