



Oakdale Joint Unified School District District Accountability Report, 2009–2010

**An annual report to the
community about teaching,
learning, test results,
resources, and measures
of progress in our schools.**



District Accountability Report

Academic Year 2009-2010

Letter from the Superintendent

The Oakdale Joint Unified School District began operation on July 1, 1998 as a consolidation of two older districts: one elementary and one high school district. The district is located in the rural western community of Oakdale and is considered the top performing unified district in Stanislaus County. In addition to the schools listed in the summary, the high school also receives students from two elementary school districts (Knights Ferry and Valley Home).

The district adopted a comprehensive long-range facilities plan, and with the passage of a \$20 million dollar school bond, matching funds, and excellent planning and community support, the district built a new elementary school. It also added a new library media center and 19 classrooms at the high school, plus new athletic fields and a new aquatic center. The junior high has replaced all portables with new classroom buildings for 2010, and a library media center and gym were added in 2006. Numerous other facility updates have kept the district campuses freshly painted and manicured.

The Oakdale Joint Unified School District is proud of its schools and their tradition of excellence. District programs include a rigorous standards-based curriculum, special education, Title I, GATE, Advanced Placement and honors, English Language Development, afterschool and child care programs, and an excellent extracurricular program in athletics as well as the arts.

Oakdale High School (OHS) and East Stanislaus High School are accredited through the Western Association of Schools and Colleges. OHS has a three-year term of accreditation that was just renewed through 2013. East Stan is accredited through 2012.

The district has adopted K-6 and 7-12 Student Conduct Codes as well as a character education program known as The Power of One-To Impact All. An Emergency Crisis Plan was recently developed in conjunction with the local police and fire departments. An excellent Parent Involvement Committee helps carry out the goals of the district's Strategic Action Plan, which is updated each year. For more information about the district go to:

<http://www.oakdale.k12.ca.us/>

Marc Malone
Superintendent

Board of Education

Marc Malone, SUPERINTENDENT

Barbara Shook, ASSISTANT SUPT.
CURRICULUM & INSTRUCTION

Terri Taylor, ASSISTANT SUPT.
HUMAN RESOURCES

Susan Dyke, INTERIM CHIEF BUSINESS
OFFICER

Kristi Rapinchuk, DIRECTOR
CATEGORICAL PROGRAMS

Larry Mendonca, DIRECTOR PUPIL
SERVICES

Tracey Jakubowski, PROGRAM
SPECIALIST SPECIAL EDUCATION

District Leadership

Rick W. Jones, PRESIDENT

William Dyer, CLERK

Diane Gilbert, MEMBER

Michael House, MEMBER

Mike Tozzi, MEMBER

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Overview

This report provides parents and citizens with key facts about our district's students, teachers, and resources and how these elements come together to create the best possible circumstances for teaching and learning. This report is required by the federal law known as No Child Left Behind (NCLB). While the law specifies many of the facts we report here, we also disclose additional facts that we feel are most relevant to our community, our student body, and our mission.

Test results compose the first half of our report. You'll find a summary analysis of the California Standards Tests (CST) and a more detailed analysis of the CST that breaks out results by student subgroups, ethnic groups, and grade.

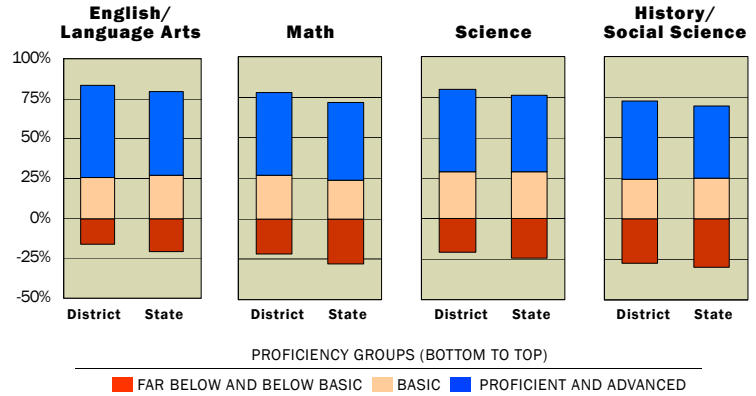
The section on college preparation will show you how well we challenge students and prepare them for post-secondary education. Their participation in Advanced Placement (AP) courses and high-level math and science courses is included here, as is the enrollment of our graduates in the California college and university systems.

We offer a range of facts about our teachers and students in this report. You'll be able to see changes in our faculty and student body over time and evaluate our teachers' credentials, experience, and education. In addition, we analyze the degree to which some of our students may be less prepared to learn and therefore more costly to educate.

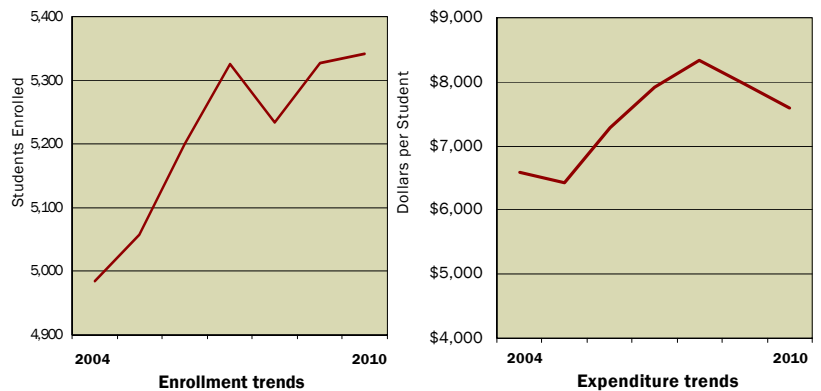
Our financial health is the subject of the last part of this report. Key operating ratios and historical trends form the core of this section.

CALIFORNIA STANDARDS TESTS

Students' Test Results Proficiency bands are summarized



ENROLLMENT AND EXPENDITURE TRENDS



ESSENTIAL FACTS ABOUT OUR DISTRICT

Students

STUDENT FACTOR	DISTRICT AVERAGE	STATE AVERAGE
Subgroups		
English Learners	11.0%	23.7%
Special Education Students	9.9%	10.2%
Low-Income Students	41.3%	55.0%
Compensatory Education Students (Title I)	49.7%	53.4%

Teachers

TEACHER FACTOR	DISTRICT AVERAGE	STATE AVERAGE
Full Credentials	100%	N/A
Interns (All Types)	0%	N/A
Emergency Credentials	0%	N/A
Waivers	0%	N/A
Average Years of Teaching Experience	14.8	13.6
First-year Teachers	1%	3%
Second-year Teachers	3%	4%

Resources

RESOURCE FACTS	DISTRICT AVERAGE	STATE AVERAGE
Students per teacher	22.4	21.3
Students per administrator	281.2	267.3
Expenditures per student	\$7,596	\$8,663
Enrollment per elementary school	664	525
Enrollment per middle school	822	822
Enrollment per high school	838	1,431

Test Results

CALIFORNIA STANDARDS TESTS

Districtwide results of the California Standards Tests are summarized here for the spring 2010 test cycle. Here we compare our students' scores with students' scores statewide. On average, our students scored Proficient and Advanced at higher levels than did students statewide. This was true in all four curricular areas. The graphs to the right show three-year historical trends for the core subject areas. Our students showed year-to-year gains in all areas. Note that in most cases students take tests based on their grade level. The exceptions are for students in grades seven through eleven in math and for students in grades nine through eleven in science. Those students take subject-specific tests based on the courses that they have completed or are in the process of completing.

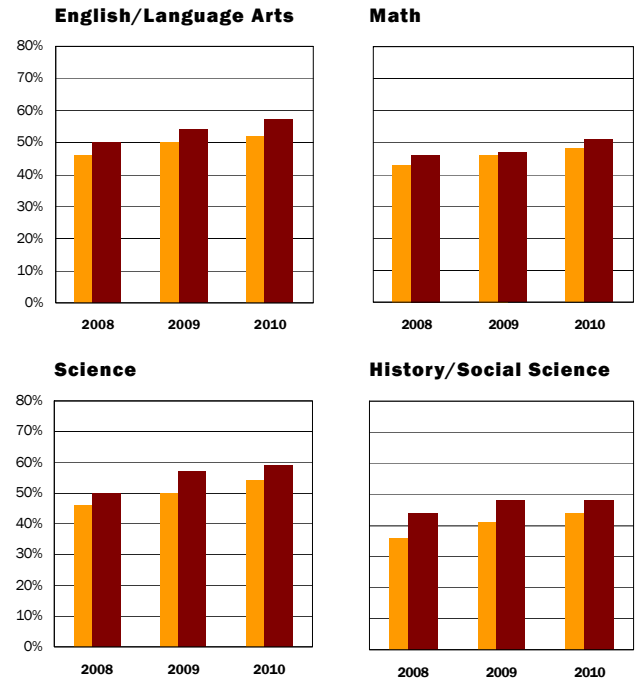
Students Scoring Proficient and Advanced

California Standards Tests

SUBJECT AREA	DISTRICT AVERAGE	STATE AVERAGE
English/Language Arts	57%	52%
Math	51%	48%
Science	59%	54%
History/Social Science	48%	44%

California Standards Tests Three-Year Trends

PERCENT PROFICIENT AND ADVANCED ■ STATE AVG. ■ DISTRICT AVG.



Test Results

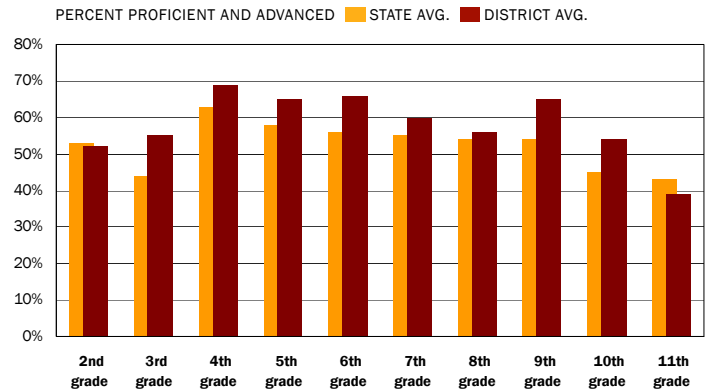
CALIFORNIA STANDARDS TESTS: ENGLISH/LANGUAGE ARTS

The tables and graphs below show how our students scored in English/language arts by grade, subgroup, and ethnicity compared with their peers statewide. In all grade groups except two and eleven, more of our students scored Proficient and Advanced than did students statewide. Our students' scores

surpassed their statewide peers in four subgroups. Hispanic/Latino students performed better than their peers in the state, and students in the white subgroup did not perform as well. (The number of students in the other five subgroups taking the test was too small to make meaningful comparisons possible.)

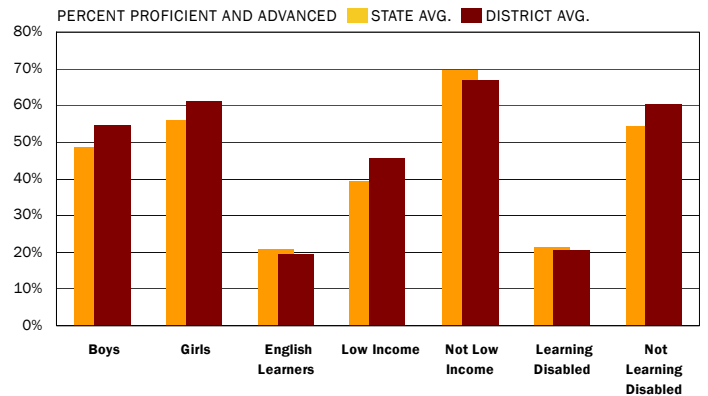
Results by Grade Level, Students Scoring Proficient and Advanced

GRADE LEVEL	DISTRICT AVERAGE	STATE AVERAGE
2nd grade	52%	53%
3rd grade	55%	44%
4th grade	69%	63%
5th grade	65%	58%
6th grade	66%	56%
7th grade	60%	55%
8th grade	56%	54%
9th grade	65%	54%
10th grade	54%	45%
11th grade	39%	43%



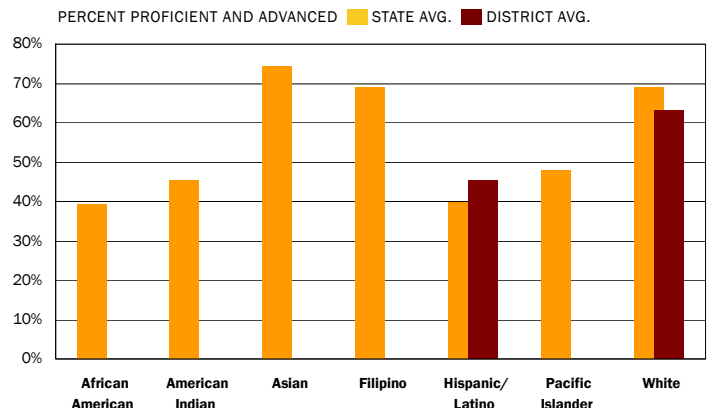
Results by Subgroup, Students Scoring Proficient and Advanced

SUBGROUP	DISTRICT AVERAGE	STATE AVERAGE
Boys	55%	49%
Girls	61%	56%
English Learners	19%	21%
Low Income	46%	39%
Not Low Income	67%	70%
Learning Disabled	20%	21%
Not Learning Disabled	60%	54%



Results by Ethnicity, Students Scoring Proficient and Advanced

ETHNICITY	DISTRICT AVERAGE	STATE AVERAGE
African American	N/A	39%
American Indian	N/A	45%
Asian	N/A	74%
Filipino	N/A	69%
Hispanic/ Latino	45%	40%
Pacific Islander	N/A	48%
White	63%	69%

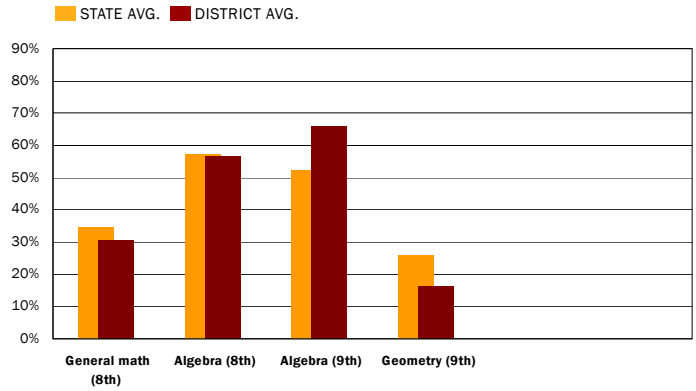


Test Results

CALIFORNIA STANDARDS TESTS: MATH

Participation rates in advanced math classes (illustrated at right) show how effective we are at challenging our students. Our ninth and tenth graders are taking algebra at a higher rate than their peers statewide. The scores for our seventh and eighth graders lagged behind their peers statewide, but students in all other grades equalled or exceeded the state average. Students in five subgroups scored Proficient or Advanced at higher levels than their statewide peers, and not low-income students almost matched the state average. Hispanic/Latino students performed slightly better than the state average, and students in the white subgroup did not perform as well. (The number of students in the other five subgroups taking the test was too small to make meaningful comparisons.)

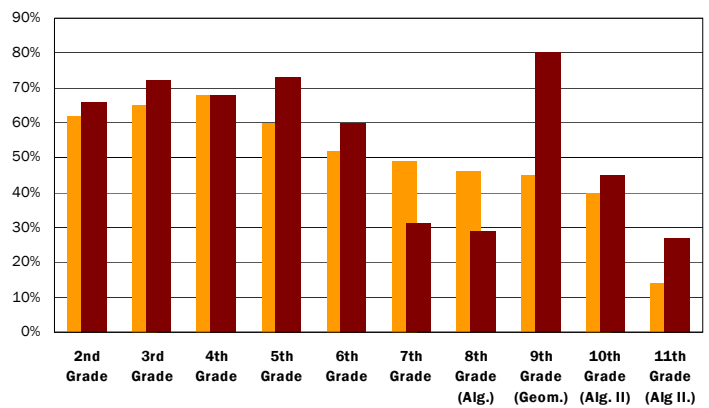
Participation Rates by Course and Grade Level



Results by Grade Level, Students Scoring Proficient and Advanced

GRADE LEVEL	DISTRICT AVERAGE	STATE AVERAGE
2nd Grade	66%	62%
3rd Grade	72%	65%
4th Grade	68%	68%
5th Grade	73%	60%
6th Grade	60%	52%
7th Grade	31%	49%
8th Grade (Algebra)	29%	46%
9th Grade (Geometry)	80%	45%
10th Grade (Algebra II)	45%	40%
11th Grade (Algebra II)	27%	14%

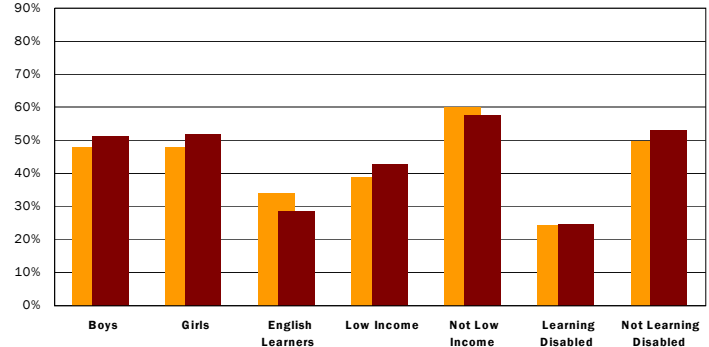
PERCENT PROFICIENT AND ADVANCED



Results by Subgroup, Students Scoring Proficient and Advanced

SUBGROUP	DISTRICT AVERAGE	STATE AVERAGE
Boys	51%	48%
Girls	52%	48%
English Learners	29%	34%
Low Income	43%	39%
Not Low Income	58%	60%
Learning Disabled	25%	24%
Not Learning Disabled	53%	50%

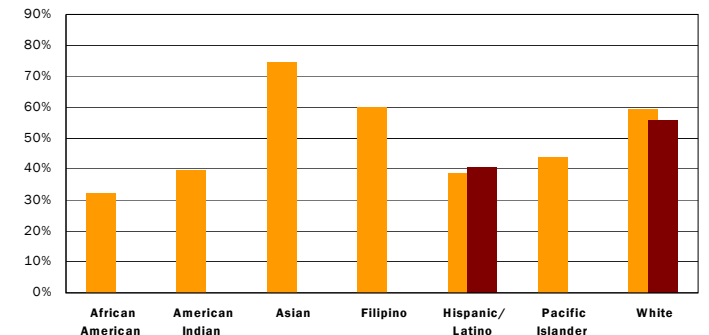
PERCENT PROFICIENT AND ADVANCED



Results by Ethnicity, Students Scoring Proficient and Advanced

ETHNICITY	DISTRICT AVERAGE	STATE AVERAGE
African American	N/A	32%
American Indian	N/A	40%
Asian	N/A	74%
Filipino	N/A	60%
Hispanic/ Latino	41%	39%
Pacific Islander	N/A	44%
White	56%	59%

PERCENT PROFICIENT AND ADVANCED

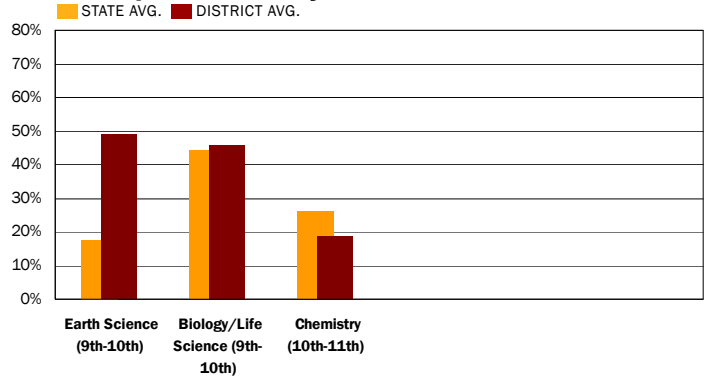


Test Results

CALIFORNIA STANDARDS TESTS: SCIENCE

In the graph to the right, you can see the rate at which our students are participating in science classes. Our ninth and tenth graders are taking earth science at a rate well above the state average, but they are taking chemistry at a lower rate. As shown below, our fifth, eighth, and tenth grade students performed best in science, where they scored Proficient or Advanced at a higher rate than their statewide peers. Our students' scores in Earth Science also surpassed those of their statewide peers. Four student subgroups posted results above the state average. Hispanic/Latino students surpassed the statewide average, but white students lagged behind. (The number of students in all other subgroups taking the test was too small to make meaningful comparisons.)

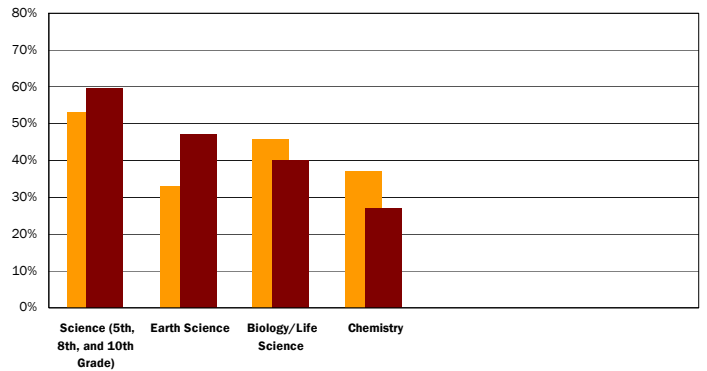
Participation Rates by Course and Grade Level



Results by Course (All Grades), Students Scoring Advanced and Proficient

COURSE	DISTRICT AVERAGE	STATE AVERAGE
Science (5th, 8th, and 10th Grade)	60%	53%
Earth Science	47%	33%
Biology/Life Science	40%	46%
Chemistry	27%	37%

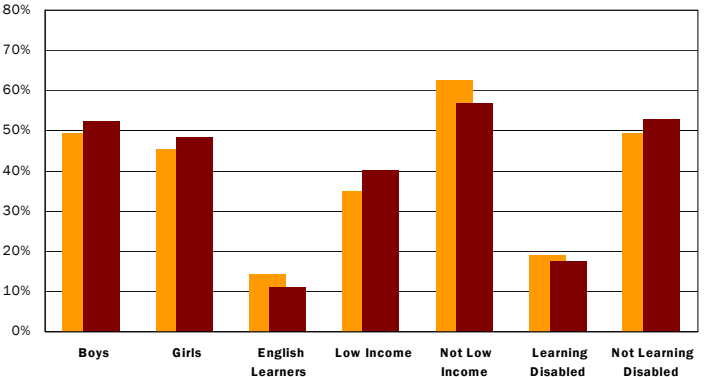
PERCENT PROFICIENT AND ADVANCED STATE AVG. DISTRICT AVG.



Results by Subgroup, Students Scoring Advanced and Proficient

SUBGROUP	DISTRICT AVERAGE	STATE AVERAGE
Boys	52%	49%
Girls	48%	45%
English Learners	11%	14%
Low Income	40%	35%
Not Low Income	57%	62%
Learning Disabled	18%	19%
Not Learning Disabled	53%	49%

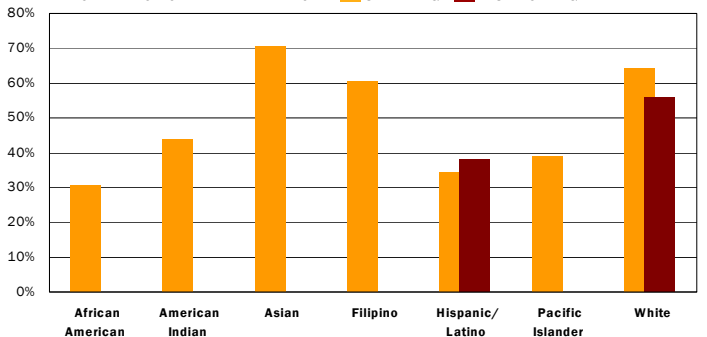
PERCENT PROFICIENT AND ADVANCED STATE AVG. DISTRICT AVG.



Results by Ethnicity, Students Scoring Advanced and Proficient

ETHNICITY	DISTRICT AVERAGE	STATE AVERAGE
African American	N/A	31%
American Indian	N/A	44%
Asian	N/A	71%
Filipino	N/A	60%
Hispanic/ Latino	38%	34%
Pacific Islander	N/A	39%
White	56%	64%

PERCENT PROFICIENT AND ADVANCED STATE AVG. DISTRICT AVG.



Test Results

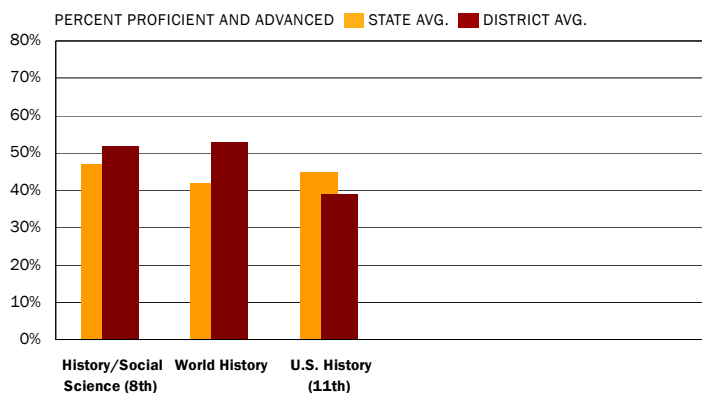
CALIFORNIA STANDARDS TESTS: HISTORY/SOCIAL SCIENCE

Here we show how our students scored in the three history/social science courses compared with their peers statewide. We've broken down the scores by grade, subgroup, and ethnicity in the graphs and tables below. Students in our district performed better than their peers in the state in eighth grade

and world history courses. Results for all student subgroups except Not Low Income exceeded the state average. Hispanic/Latino students posted results that exceeded the average statewide. (The number of students in five subgroups taking the test was too small to make meaningful comparisons possible.)

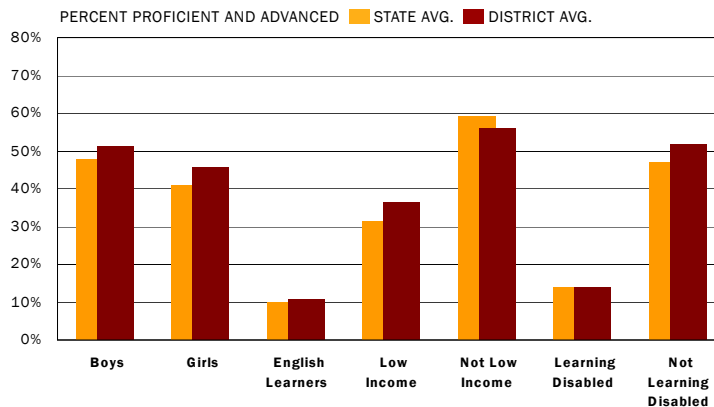
Results by Course, Students Scoring Advanced and Proficient

COURSE	DISTRICT AVERAGE	STATE AVERAGE
History/Social Science (8th)	52%	47%
World History	53%	42%
U.S. History (11th)	39%	45%



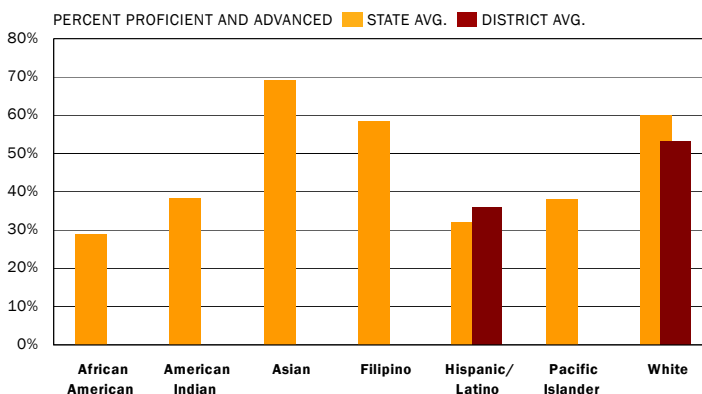
Results by Subgroup, Students Scoring Advanced and Proficient

SUBGROUP	DISTRICT AVERAGE	STATE AVERAGE
Boys	51%	48%
Girls	46%	41%
English Learners	11%	10%
Low Income	36%	31%
Not Low Income	56%	59%
Learning Disabled	14%	14%
Not Learning Disabled	52%	47%



Results by Ethnicity, Students Scoring Advanced and Proficient

ETHNICITY	DISTRICT AVERAGE	STATE AVERAGE
African American	N/A	29%
American Indian	N/A	38%
Asian	N/A	69%
Filipino	N/A	59%
Hispanic/ Latino	36%	32%
Pacific Islander	N/A	38%
White	53%	60%



Test Results

CALIFORNIA STANDARDS TESTS BY SCHOOL

SCHOOL-LEVEL RESULTS BY SUBJECT, FOR ADVANCED AND PROFICIENT STUDENTS

SCHOOL	ENGLISH/ LANGUAGE ARTS	MATH	ALGEBRA I	GEOMETRY	HISTORY/ SOCIAL SCIENCE	US HISTORY	BIOLOGY	EARTH SCIENCE
STATE AVERAGE	46%	53%	25%	24%	36%	38%	32%	29%
ELEMENTARY								
Cloverland Elementary	64%	70%						
Fair Oaks Elementary	61%	65%						
Magnolia Elementary	55%	64%						
Sierra View Elementary	66%	73%						
MIDDLE								
Oakdale Junior High	58%	26%	39%	81%	53%			
HIGH								
East Stanislaus High	9%		9%			14%	12%	7%
Oakdale Charter School	32%		0%	0%		10%	27%	47%
Oakdale High	58%	5%	37%	43%		46%	42%	50%
Valley Oak High	16%		3%	0%		9%		7%

Measures of Progress

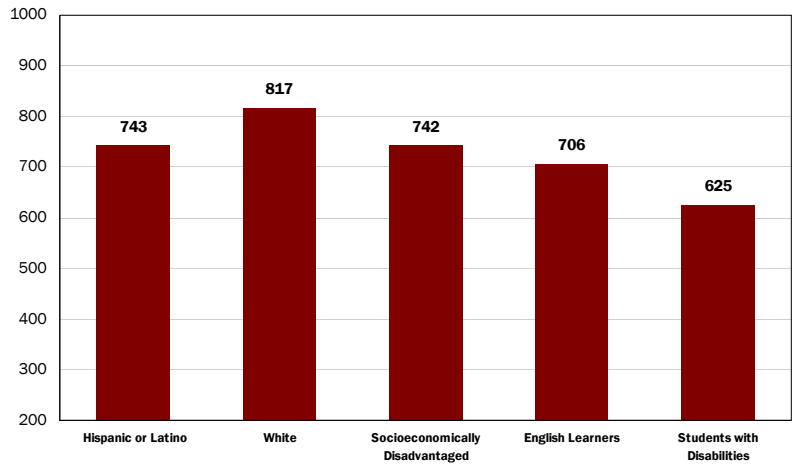
ACADEMIC PERFORMANCE INDEX (API)

The Academic Performance Index (API) is California’s way of measuring academic progress. Our district attained an API of 794, a gain of 7 points from our base in the prior year. Fifty-six

percent of our schools met their API targets, compared with 58 percent of schools in the state. Our five student subgroups showed growth in their APIs, as shown below.

	API	GROWTH
District API	794	7
Student Subgroups		
Hispanic or Latino	743	16
White	817	5
Socioeconomically Disadvantaged	742	11
English Learners	706	16
Students with Disabilities	625	15
Meeting API Targets		
	DISTRICT	STATE
Schools meeting API target	56%	58%
Schools not meeting API target	44%	42%

District API by Student Subgroup



API BY SCHOOL

SCHOOL NAME	API GROWTH SCORE	GROWTH ATTAINED	DECILE RANK (ALL SCHOOLS)	DECILE RANK (SIMILAR SCHOOLS)	PERCENT TESTED	MET SCHOOLWIDE TARGET	MET SUBGROUP TARGET
ELEMENTARY							
Cloverland Elementary	849	23	7	9	100%	Yes	Yes
Fair Oaks Elementary	839	11	7	8	100%	Yes	Yes
Magnolia Elementary	807	-9	7	6	99%	Yes	No
Sierra View Elementary	859	23	7	8	100%	Yes	Yes
MIDDLE							
Oakdale Junior High	761	-10	6	3	100%	No	No
HIGH							
East Stanislaus High	507	2	1	N/A	100%	No	Yes
Oakdale Charter School	639	59	1	N/A	100%	Yes	Yes
Oakdale High	792	16	8	4	99%	Yes	Yes
Valley Oak High	510	-67	1	N/A	82%	No	Yes

Measures of Progress

ADEQUATE YEARLY PROGRESS (AYP)

The federal law known as NCLB measures the academic success of schools and districts based on their API, graduation rates, and student participation rates and scores on standardized tests. The participation rates and the test scores of our students, both as a whole and as subgroups, must meet all the benchmarks in order for our district to attain Adequate Yearly Progress (AYP). For 2009-2010 our district did not meet the complex criteria for AYP. Of our nine schools, 33 percent met all their AYP criteria, compared with 38 percent of the schools in the state.

District Level

Did the district meet all AYP criteria?	No
What percent of the district goals were met?	73%
Did the district meet its participation rate goals?	Yes
Did the district meet its test score goals?	No
Did the district meet its API goal?	Yes
Did the district meet its graduation rate goal?	No

School Level

	DISTRICT	STATE
Schools Meeting All AYP Criteria	33%	38%
Schools Meeting Participation Rate Goals	100%	96%
Schools Meeting Test Score Goals	33%	40%
Schools Meeting API Goal	100%	95%
High Schools Meeting Graduation Rate Goal	100%	58%

AYP Goals for English/Language Arts

STUDENT SUBGROUP	PARTICIPATION	TEST SCORES
Hispanic/Latino	Yes	No
White	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes
English Learner	Yes	Yes
Students with Disabilities	Yes	No

AYP Goals for Math

STUDENT SUBGROUP	PARTICIPATION	TEST SCORES
Hispanic/Latino	Yes	No
White	Yes	Yes
Socioeconomically Disadvantaged	Yes	No
English Learner	Yes	No
Students with Disabilities	Yes	No

AYP BY SCHOOL

SCHOOL NAME	PARTICIPATION GOALS MET	TEST SCORE GOALS MET	API GOAL MET	GRADUATION RATE GOAL MET	ALL GOALS MET
ELEMENTARY					
Cloverland Elementary	Yes	Yes	Yes	N/A	Yes
Fair Oaks Elementary	Yes	No	Yes	N/A	No
Magnolia Elementary	Yes	No	Yes	N/A	No
Sierra View Elementary	Yes	Yes	Yes	N/A	Yes
MIDDLE					
Oakdale Junior High	Yes	No	Yes	N/A	No
HIGH					
East Stanislaus High	Yes	N/A	N/A	N/A	No
Oakdale Charter School	Yes	N/A	N/A	N/A	Yes
Oakdale High	Yes	No	Yes	Yes	No
Valley Oak High	Yes	N/A	N/A	N/A	No

College Preparation

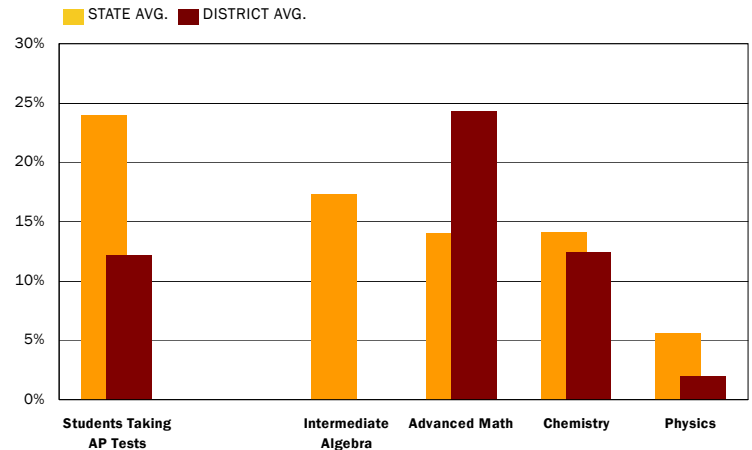
ADVANCED COURSE ENROLLMENT

Student enrollment in advanced courses is a strong indicator of our students' readiness for college. For this reason, we analyze Advanced Placement (AP) test scores and course-taking patterns rather than the scores obtained in end-of-course testing. Twelve percent of our juniors and seniors are taking AP tests, a rate lower than among students statewide. Based on

information provided by the College Board, those students enrolled in AP courses in our district are taking an average of 1.8 AP tests a year, and 18 percent of them are scoring 3 or higher, sufficient to earn college credits in most universities. Our students are taking Advanced Math courses at a significantly higher rate than their peers statewide.

AP Test Participation (2008–2009 School Year)

	DISTRICT	STATE
Breadth of AP Test-taking		
Junior and Senior Enrollment	896	961,187
Students Taking AP Tests	109	231,050
Percent of Students Taking AP Tests	12%	24%
Depth of AP Test-taking		
Number of AP Tests Taken	199	417,588
Tests Taken per Student	1.8	1.8
High-scoring Students (3+)	18%	25%



Advanced Course Participation

COURSES	DISTRICT	STATE
Intermediate Algebra	0%	17%
Advanced Math	24%	14%
Chemistry	12%	14%
Physics	2%	6%

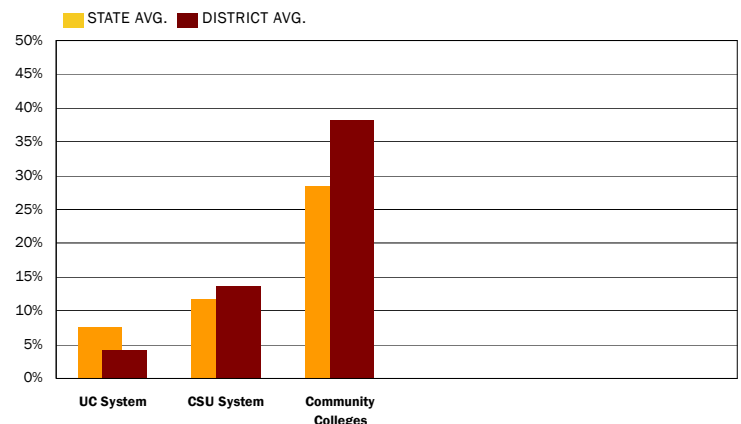
COLLEGE ENTRANCE EXAMS AND ENROLLMENT

Where do our students go after they graduate from high school? Fifty-six percent enroll in the public colleges or universities in California. Compared with their peers statewide, a lower percentage of our graduates attended the University of California (UC), but more of our students attended California State University (CSU) and community college campuses. Although this data does not include private colleges in California or public college enrollment outside our state, it is indicative of the college-going rate districtwide.

The college entrance exam known as the Scholastic Aptitude Test (SAT) is a second indicator of our success at preparing students for college. Fewer of our seniors took the SAT than did students in other high schools in the state. Our students' scores on the Critical Reading portion of the SAT test exceeded the state average, and they were similar to the state average for Math and Writing.

College Enrollment and Entrance Exams Taken

	DISTRICT	STATE
Students Enrolled in College, Class of 2009		
UC Enrollments	4%	7%
CSU Enrollments	14%	12%
Community College Enrollments	38%	28%
College Entrance Exam (2008–2009 School Year)		
SAT Participation Rate	25%	35%
SAT Critical Reading Average Score	505	495
SAT Math Average Score	513	513
SAT Writing Average Score	492	494



College Preparation

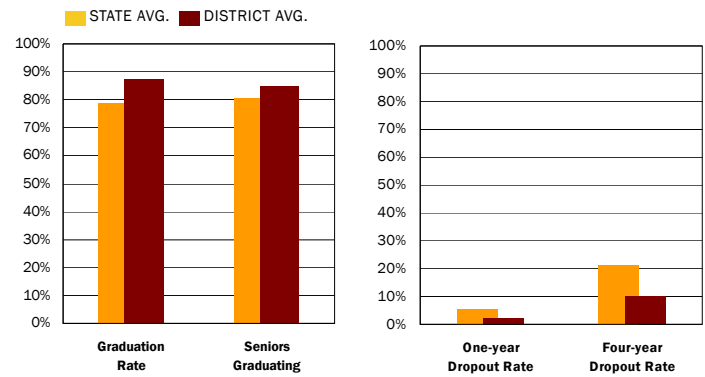
GRADUATION AND DROPOUT RATES

We have calculated estimates of our graduation rates in two ways. First, we've followed the guidelines of the National Center for Education Statistics (NCES). This method shows us to have a higher four-year graduation rate than high schools statewide. In addition, the graduation rates of the classes of 2007, 2008, and 2009 exceeded those of the average high school in California. Second, we've applied California's method of calculating one-year graduation rates using the percentage of seniors who graduate at the end of the year. Based on this view, the number of our seniors who graduate also exceeds the

number of seniors who graduate statewide. The measurement of dropouts and graduates is among the less precise metrics we are publishing. The dropout rates depend on our finding missing students and identifying their reasons for not returning to school. Three years ago, California began using a student identification system that can track students across schools and districts, improving the reliability of dropout rate information. However, four years of tracking will be necessary to produce fully reliable dropout rates.

Graduation and Adjusted Dropout Rate Estimates

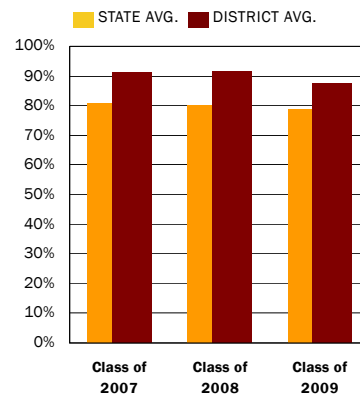
KEY FACTOR	DISTRICT	STATE
Graduation Rate (Based on NCES)	87.5%	78.6%
Percentage of Seniors Graduating June 2009	84.7%	80.4%
One-year Dropout Rate (Based on NCES)	2.5%	5.7%
Four-year Dropout Rate (Derived)	10.1%	21.5%



Graduation Rates, Three-Year Trend, by School

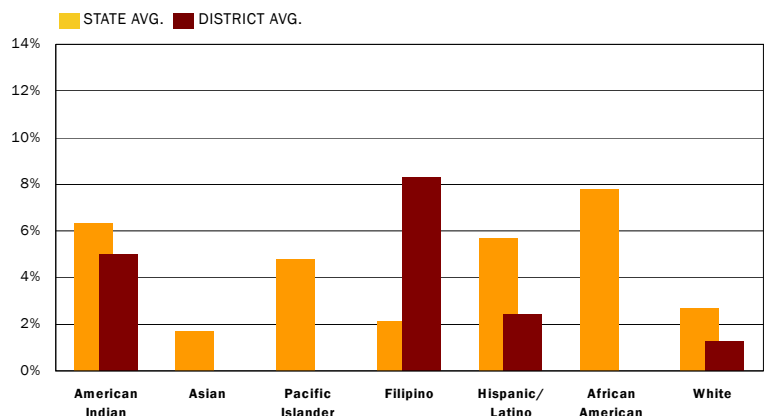
ALL CALCULATIONS BASED ON NCES DEFINITIONS

SCHOOL	CLASS OF 2007	CLASS OF 2008	CLASS OF 2009
East Stanislaus High	48%	79%	71%
Oakdale Charter	84%	74%	61%
Oakdale High	98%	97%	94%
Valley Oak High (Alternative)	76%	80%	74%
DISTRICT TOTAL	91%	92%	88%
STATE TOTAL	81%	80%	79%



Dropout Rates by Ethnicity

ONE-YEAR DROPOUT RATE (NCES DEFINITIONS)	DISTRICT	STATE
American Indian	5.0%	6.3%
Asian	0.0%	1.7%
Pacific Islander	0.0%	4.8%
Filipino	8.3%	2.1%
Hispanic/Latino	2.4%	5.7%
African American	0.0%	7.8%
White	1.3%	2.7%



Teachers and Students

FACTS ABOUT OUR TEACHERS

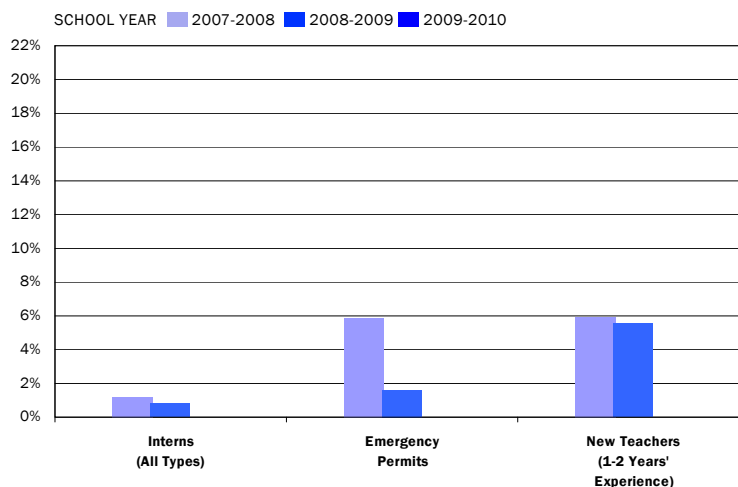
In our district, 100 percent of teachers hold full credentials. State averages are not available for 2009-2010 due to data

Teachers

TEACHER FACTOR	DISTRICT AVERAGE	STATE AVERAGE
Full Credentials	100%	N/A
Interns (All Types)	0%	N/A
Emergency Credentials	0%	N/A
Waivers	0%	N/A
Average Years of Teaching Experience	14.8	13.6
First-year Teachers	1%	3%
Second-year Teachers	3%	4%
Students per Teacher	22.4	21.3
Students per Administrator	281.2	267.3
Students per Pupil Services Staff	318.0	263.9

collection issues at the California Department of Education. District-level data was supplied by the district.

Teachers: Three-Year Trends for Key Factors



FACTS ABOUT OUR STUDENTS

Students at a Glance

STUDENT FACTOR	DISTRICT AVERAGE	STATE AVERAGE
Subgroups		
English Learners	11.0%	23.7%
Special Education Students	9.9%	10.2%
Low-Income Students	41.3%	55.0%
Compensatory Education Students (Title I)	49.7%	53.4%
Student Ethnicity		
American Indian or Alaska Native	1.2%	0.7%
Asian	1.6%	8.5%
Native Hawaiian or Pacific Islander	0.1%	0.6%
Filipino	1.1%	2.5%
Hispanic or Latino	30.1%	50.4%
Black or African American	1.1%	6.9%
White	64.4%	27.0%
Two or More Races	0.4%	1.6%
English Learner Enrollment, by Home Language		
Spanish	10.4%	20.1%
Portuguese	0.1%	0.0%
Arabic	0.1%	0.2%
Filipino (Pilipino or Tagalog)	0.1%	0.3%
Cantonese	0.1%	0.3%
All Other	0.2%	3.5%

Some students' educational needs require additional attention by our teachers and teaching assistants. The financial impact of educating these students is not clear. Compared with districts statewide, we have a lower percentage of English Learners, low-income students, and compensatory education students. Please note that our overall enrollment has been fairly stable over the past three years.

Student trends, 2008-2010

SCHOOL LEVEL ENROLLMENT	2008	2009	2010
Elementary	2,595	2,652	2,657
Middle	825	831	822
High School	1,661	1,679	1,675
Continuation	73	100	94
Alternative	64	50	77
Total	5,234	5,327	5,342

STUDENT SUBGROUPS	2008	2009	2010
English Learners	563	575	589
Special Education Students	541	546	528
Low-Income Students	1,719	1,922	2,207
Compensatory Education (Title I)	2,888	2,652	2,657

Teachers and Students

TEACHER FACTS BY SCHOOL

SCHOOL NAME	CREDENTIALS HELD BY TEACHERS				EXPERIENCE		
	FULL	INTERNS	EMERGENCY	WAIVERS	AVG. YEARS IN DISTRICT	AVG. YEARS TEACHING	NEW TEACHERS
ELEMENTARY							
Cloverland Elementary	100%	0%	0%	0%	16.7	19.5	4.0%
Fair Oaks Elementary	100%	0%	0%	0%	8.9	11.5	6.0%
Magnolia Elementary	100%	0%	0%	0%	11.5	12.8	7.0%
Sierra View Elementary	100%	0%	0%	0%	13.9	15.3	0.0%
MIDDLE							
Oakdale Junior High	100%	0%	0%	0%	12.1	14.6	3.0%
HIGH							
East Stanislaus High	100%	0%	0%	0%	9.8	13.3	0.0%
Oakdale Charter School	100%	0%	0%	0%	12.7	18.7	0.0%
Oakdale High	100%	0%	0%	0%	11.3	14.8	6.0%
Valley Oak High	N/A	N/A	N/A	N/A	23.4	24.0	0.0%

STUDENT FACTS BY SCHOOL

SCHOOL NAME	ENROLLMENT	SPECIAL EDUCATION	ENGLISH LEARNERS	LOW INCOME
ELEMENTARY				
Cloverland Elementary	529	N/A	100 (18.9 %)	295 (55.7%)
Fair Oaks Elementary	800	N/A	93 (11.6 %)	337 (41.8%)
Magnolia Elementary	582	N/A	98 (16.8 %)	307 (52.6%)
Sierra View Elementary	746	N/A	133 (17.8 %)	348 (46.3%)
MIDDLE				
Oakdale Junior High	822	N/A	71 (8.6 %)	348 (42.3%)
HIGH				
East Stanislaus High	94	N/A	8 (8.5 %)	58 (61.7%)
Oakdale Charter High	70	N/A	0 (0.0 %)	8 (11.4%)
Oakdale High	1,605	N/A	83 (5.2 %)	487 (30.3%)
Valley Oak High	77	N/A	2 (2.6 %)	19 (24.7%)

Teachers and Students

ENROLLMENT BY GRADE LEVEL

Our elementary, middle, and high schools tend to be larger than similar schools in the state. When we review enrollment by grade level, we see the highest enrollment levels in grades nine

through twelve. The transition point between sixth and seventh grade is of concern to our leadership.

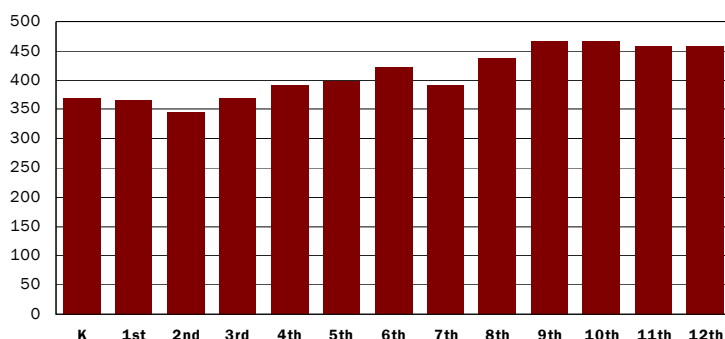
Enrollment by Grade Level

	NUMBER OF STUDENTS
Kindergarten	369
Grade 1	367
Grade 2	346
Grade 3	370
Grade 4	391
Grade 5	397
Grade 6	422
Grade 7	390
Grade 8	438
Grade 9	467
Grade 10	467
Grade 11	459
Grade 12	459

Key District Facts

GRADE LEVEL	SCHOOLS	STUDENTS	DISTRICT AVG. STUDENTS PER SITE	STATE AVG. STUDENTS PER SITE
Elementary	4	2,657	664	525
Middle	1	822	822	822
High School	2	1,675	838	1,431
Alternative	1	77	77	259
Continuation	1	94	94	135

Enrollment by Grade Level



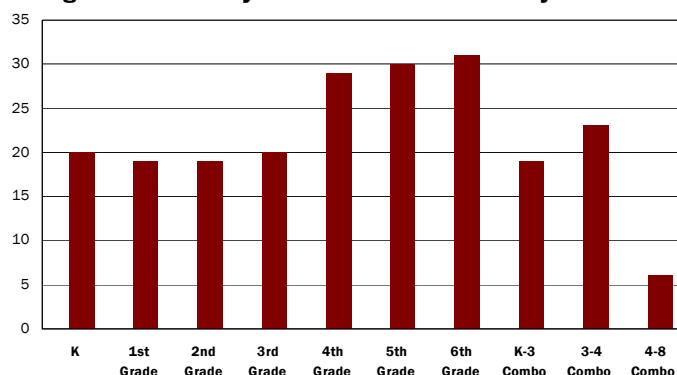
AVERAGE CLASS SIZE

State averages are not available for 2009-2010 due to data collection issues at the California Department of Education. District-level data was supplied by the district.

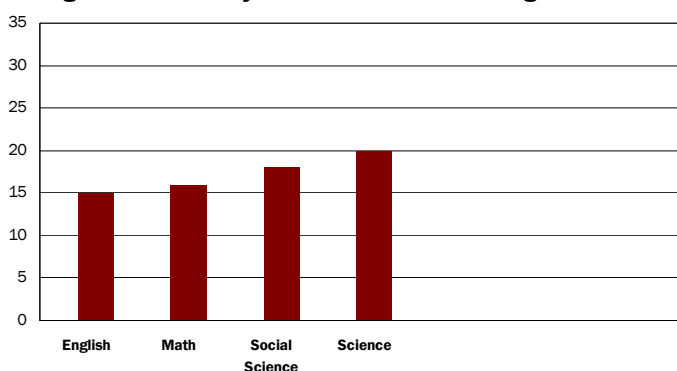
Average Class Size

	DISTRICT AVERAGE	STATE AVERAGE
ELEMENTARY		
Kindergarten	20	N/A
Grade 1	19	N/A
Grade 2	19	N/A
Grade 3	20	N/A
Grade 4	29	N/A
Grade 5	30	N/A
Grade 6	31	N/A
Grades K-3 Combinations	19	N/A
Grades 3-4 Combinations	23	N/A
Grades 4-8 Combinations	6	N/A
MIDDLE AND HIGH		
English	15	N/A
Math	16	N/A
Social Science	18	N/A
Science	20	N/A

Average Class Size by Grade Level: Elementary Schools



Average Class Size by Course: Middle and High Schools



Resources

FINANCIAL ANALYSIS

Compared with other districts like ours, we took in revenue at levels ten percent below the state average and spent at a level that was twelve percent below the state average. This is viewed on a per-student basis, based on average daily attendance (ADA). Of the major categories of expenses, the one with the greatest dollar impact is teacher salaries (certificated), where we spent eight percent less than the state average. The category in which we spent the most compared with similar districts statewide is services and other, and we spent 27 percent less than other districts on employee benefits.

Key Financial Factors, Compared with Other Unified Districts

FINANCIAL FACTOR	DISTRICT	STATE	DIFFERENCE
Expenses per Student	\$7,596	\$8,663	-12%
Revenue per Student	\$7,817	\$8,717	-10%
Certificated Salaries per Student	\$3,926	\$4,260	-8%
Classified Salaries per Student	\$1,172	\$1,348	-13%
Employee Benefits per Student	\$1,296	\$1,785	-27%
Books and Supplies per Student	\$290	\$343	-15%
Services and Other per Student	\$912	\$928	-2%

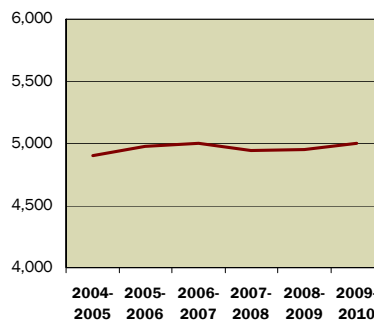
FINANCIAL DETAIL (SIX-YEAR TRENDS)

ALL FIGURES ARE IN THOUSANDS OF DOLLARS

FINANCIAL FACTOR	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	6-YEAR CHANGE
EXPENSES (excluding capital and debt service)							
Teachers Salaries (certificated)	\$16,683	\$18,186	\$19,447	\$20,160	\$20,172	\$19,628	18%
Other Staff Salaries (classified)	\$4,845	\$5,448	\$5,980	\$6,116	\$6,070	\$5,858	21%
Benefits (all employees)	\$5,435	\$5,948	\$6,670	\$6,412	\$6,939	\$6,479	19%
Books and Supplies	\$1,322	\$2,467	\$2,843	\$3,214	\$1,611	\$1,449	10%
Services and Other Expenses	\$3,234	\$4,175	\$4,628	\$5,259	\$4,638	\$4,561	41%
Subtotal	\$31,521	\$36,226	\$39,571	\$41,163	\$39,433	\$37,977	20%
REVENUES							
Revenue Limit Funds	\$26,522	\$28,279	\$30,771	\$31,668	\$31,139	\$27,711	4%
Federal Revenue	\$1,822	\$1,815	\$1,975	\$1,896	\$3,673	\$2,695	48%
Other State Revenues	\$3,865	\$4,405	\$6,272	\$5,229	\$4,913	\$4,606	19%
Other Local Revenues	\$2,640	\$3,044	\$3,574	\$3,834	\$3,845	\$4,068	54%
Subtotal	\$34,850	\$37,544	\$42,594	\$42,629	\$43,572	\$39,081	12%
OPERATING RATIOS							
Compensation as a Percentage of Operating Expenses	86%	82%	81%	79%	84%	84%	-2%
ADA	4,899	4,972	5,000	4,941	4,949	4,999	2%
Current Expense of Education per ADA	\$6,415	\$7,185	\$7,716	\$8,078	\$7,744	\$7,367	15%
State Average Current Expense of Education per ADA	\$7,172	\$7,584	\$8,195	\$8,680	\$8,825	\$8,545	19%

Attendance and Expenditures

The recent trend in our ADA shows steady enrollment. Our ADA trends should have a direct effect on our revenues. Usually, the higher our attendance, the higher our funding. Our revenues have grown 12 percent in six years, while our ADA has increased two percent in the same period of time.



Resources

Below you will see how our district compares with others in our county, both on a revenue and an expense basis per ADA. We are comparing ourselves with the six districts closest to our own in revenue per ADA. Note that this revenue detail includes

our general revenues (revenue limit), federal revenues, other state revenues, and local revenues. We also compare our district expenses with those of the same districts. The key component of our expenses is salaries.

REVENUES (PER ADA)

COMPARED WITH OTHER DISTRICTS IN STANISLAUS COUNTY	AVG. DAILY ATTENDANCE	REVENUE LIMIT	FEDERAL REVENUES	OTHER STATE REVENUE	LOCAL REVENUES	TOTAL REVENUES
Hickman Community Charter	1,066	\$5,002	\$310	\$832	\$531	\$6,674
Sylvan Union Elementary	7,774	\$4,924	\$560	\$939	\$556	\$6,980
Hart-Ransom Union Elementary	687	\$5,012	\$400	\$1,127	\$959	\$7,499
Stanislaus Union Elementary	3,031	\$4,932	\$793	\$1,109	\$762	\$7,596
Patterson Joint Unified	5,118	\$5,034	\$650	\$1,056	\$865	\$7,605
Newman-Crows Landing Unified	2,584	\$5,115	\$668	\$962	\$1,054	\$7,798
Oakdale Joint Unified	4,999	\$5,543	\$539	\$921	\$814	\$7,817
Salida Union Elementary	2,757	\$5,007	\$705	\$1,487	\$651	\$7,850
Ceres Unified	10,740	\$5,147	\$783	\$1,352	\$797	\$8,080
Turlock Unified	12,916	\$5,300	\$623	\$1,122	\$1,121	\$8,165
Chatom Union	655	\$4,892	\$1,009	\$1,503	\$791	\$8,195
Modesto City Schools	28,222	\$5,524	\$882	\$1,626	\$245	\$8,277
Empire Union Elementary	2,892	\$5,228	\$778	\$1,386	\$1,285	\$8,678
Paradise Elementary	174	\$5,616	\$968	\$1,483	\$658	\$8,725
Shiloh Elementary	129	\$4,924	\$965	\$1,491	\$1,429	\$8,810
Valley Home Joint Elementary	149	\$5,101	\$752	\$1,363	\$1,609	\$8,825
Hughson Unified	2,070	\$5,808	\$967	\$1,160	\$896	\$8,830

Resources

EXPENDITURES (PER ADA)

COMPARED WITH OTHER DISTRICTS IN STANISLAUS COUNTY	CERTIFICATED SALARIES	CLASSIFIED SALARIES	EMPLOYEE BENEFITS	BOOKS, SUPPLIES	SERVICES, OTHER	TOTAL EXPENDITURES
Hickman Community Charter	\$3,447	\$768	\$1,068	\$223	\$704	\$6,210
Sylvan Union Elementary	\$3,795	\$964	\$1,247	\$223	\$994	\$7,223
Gratton Elementary	\$3,782	\$764	\$1,060	\$472	\$1,403	\$7,482
Hart-Ransom Union Elementary	\$3,835	\$1,093	\$1,315	\$214	\$1,128	\$7,585
Oakdale Joint Unified	\$3,926	\$1,172	\$1,296	\$290	\$912	\$7,596
Stanislaus Union Elementary	\$3,809	\$1,071	\$1,123	\$235	\$1,443	\$7,680
Newman-Crows Landing Unified	\$3,739	\$1,123	\$1,044	\$481	\$1,473	\$7,859
Patterson Joint Unified	\$3,558	\$1,014	\$1,273	\$444	\$1,579	\$7,867
Knights Ferry Elementary	\$3,571	\$849	\$1,279	\$369	\$1,892	\$7,960
Paradise Elementary	\$3,330	\$911	\$1,546	\$339	\$1,910	\$8,035
Turlock Unified	\$4,386	\$1,376	\$1,215	\$365	\$764	\$8,106
Salida Union Elementary	\$3,996	\$1,435	\$1,169	\$252	\$1,338	\$8,189
Hughson Unified	\$3,800	\$1,242	\$1,441	\$464	\$1,246	\$8,193
Ceres Unified	\$4,320	\$1,376	\$1,371	\$357	\$846	\$8,269
Chatom Union	\$3,829	\$1,311	\$1,624	\$541	\$993	\$8,298

Lists

SCHOOL DIRECTORY

	GRADE RANGE	PRINCIPAL	ADDRESS	CITY	PHONE
ELEMENTARY					
Cloverland Elementary	K-6	Stacey Aprile	201 Johnson St.	Oakdale, CA 95361	(209) 847-4276
Fair Oaks Elementary	K-6	David Kindred	151 N. Lee Ave.	Oakdale, CA 95361	(209) 847-0391
Magnolia Elementary	K-6	Julie Wharff Minabe	739 Magnolia Ave.	Oakdale, CA 95361	(209) 847-3056
Sierra View Elementary	K-6	Terri Taylor	1323 East J St.	Oakdale, CA 95361	(209) 848-4200
MIDDLE					
Oakdale Junior High	7-8	John Simons	400 Maag Ave.	Oakdale, CA 95361	(209) 847-2294
HIGH					
East Stanislaus High	10-12	Mike Riley	250 Hinkley Ave.	Oakdale, CA 95361	(209) 847-1735
Oakdale Charter School	9-12	Mike Riley	1235 East D St.	Oakdale, CA 95361	(209) 848-4361
Oakdale High	9-12	Mike Moore	739 West G St.	Oakdale, CA 95361	(209) 847-3007
Valley Oak High	8-12	Mike Riley	200 Hinkley Ave.	Oakdale, CA 95361	(209) 847-3097

SCHOOLS WORTH NOTING

SCHOOL NAME	CALIFORNIA DISTINGUISHED SCHOOL AWARD (2006-2010)	ACHIEVING SCHOOL TITLE I AWARD (2010)	NATIONAL BLUE RIBBON SCHOOL (2000-2010)	API IS 800 OR HIGHER	API GROWTH OF 30+ POINTS
Cloverland Elementary				✓	
Fair Oaks Elementary				✓	
Magnolia Elementary				✓	
Oakdale Charter School					✓
Sierra View Elementary	✓			✓	

PROGRAM IMPROVEMENT

SCHOOL NAME	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Fair Oaks Elementary	✓				