

Oakdale Joint Unified School
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Single Plan

for
Student Achievement



Cloverland Elementary School

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Adopted by Oakdale Joint Unified School District Board of Trustees ✦ November 2010

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Board of Education Members

Mike Tozzi, President
William Dyer, Clerk
Diane Gilbert, Member
Michael House, Member
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Daniel Dunning, Student Member

Cloverland Elementary Site Plan Revision Team

Stacey Aprile, Principal
Leeanne Bentley, Teacher
Sean McCarthy, Teacher
Michelle Holcomb, Teacher
Jarom Hofmann, After School Program Manager
Carmen Benitez, Bilingual Instructional Aide

Cloverland Elementary School Site Council

Sean McCarthy, Teacher
Nancy Palmer, Teacher
Mary Moore, Teacher
Robyn Kuppens, Parent
Susan Hall, Parent
Tina Lane, Parent
Esmeralda Castro, Parent
Yolanda Vazquez, Parent
Brenda Arauza, Parent
Jarom Hofmann, After School Program Manager
Stacey Aprile, Principal
Carmen Benitez, Bilingual Instructional Aide

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Oakdale Joint Unified School District
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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

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. Staff members collaborate to provide ample and varied intervention opportunities. All students participate in a challenging, problem-solving, integrated, multi-modality instructional program, enhanced with technology, to ensure their academic and social success.

Cloverland staff creates and supports a school environment in which all children and adults feel trusted, welcomed, respected, and an important part of our school. Students are accepted, appreciated, nurtured, and challenged according to their individual abilities and needs. This child-centered learning environment empowers all participants to become lifelong learners.

Cloverland promotes parent growth in the role as a facilitator of learning at home. Clear, collaborative communication is valued. 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 22 general education classes (grades K-6). Five rooms are used for four Special Education programs: Speech/Language, Resource, Primary Special Day Class, and Intermediate Special Day Class. One classroom is used primarily for the after school program (ASES) and houses the After School Program Manager and a 40% part-time Academic Coach. 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, Migrant Education, 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 528 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 16 minimum school days during the year for special events such as Open House, staff development and trainings, parent conferences, and the beginning of vacation.

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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: 3.3% American Indian, 1.5% Asian, 0.2% Pacific Islander, 1.0% Filipino, 1.3% Black, 55% White, and 37.7% Hispanic.

Approximately 19.6% percent of the Cloverland Student body are English Learners. These 102 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, 95% of EL students are Spanish speakers, with Punjabi, Cantonese, Gujarati, and Assyrian making up the other 5%.

Seventy-one percent of Cloverland EL students are in levels 1, 2, or 3. Twenty-nine percent are in levels 4 and 5. Eleven students are being monitored after being re-designated as English Proficient. The progress of these re-designated students is monitored for three years. Previously re-designated students are successfully progressing in the site core curriculum.

The dedicated Cloverland staff is committed to providing a learning environment that promotes academic excellence. The staff includes: 25 fully credentialed full-time teachers, one site administrator, one 40% Academic Coach, 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 GATE teacher, one full-time speech language pathologist, one part-time school psychologist, 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, five part-time Special Education paraprofessionals, a single one on one aide, 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. One day 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 provide Gifted Learner Education, an English Learner program, an extensive after school intervention program (ASPIRE) 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 District Before/After School Recreational program are also available. Additional student activities include: Safety Patrol, Chorus, Sixth Grade Outdoor Education, Conflict Resolvers, Character Artisans Program, 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, comprised of the School Site Council and English Learner Advisory Committee, meets each quarter to review safety issues at Cloverland and address ways to enhance a safe, nurturing environment for the students and staff. 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

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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 in the office, cafeteria, and designated classrooms. They are used by yard duty supervisors, the site administrator, secretaries, teachers, 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 4.9% suspension rate, with an average monthly attendance rate of 96.3% during 2009-2010. 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

Subgroups								
School Name	Primary Enrollments	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	LEP (EL + Selected RFEF)	Socio-Economically Disadvantaged
Cloverland Elementary	522	90	6	26	16	65	100	275
East Stanislaus High	90	11	0	0	6	9	22	53
Fair Oaks Elementary	820	76	16	45	18	80	104	312
Magnolia Elementary	566	116	8	21	13	68	124	278
Oakdale Charter High	71	0	0	1	1	7	0	17
Oakdale High	1605	81	20	141	42	145	202	434
Oakdale Junior High	833	64	5	89	29	82	117	311
Sierra View Elementary	723	117	14	38	20	65	140	320
Valley Oak Junior and Senior High	66	4	1	2	1	7	10	13
TOTAL-Selected Schools	5296	559	70	363	146	528	819	2013

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CLOVERLAND ELEMENTARY			Hispanic		Am Indian/Alskn Nat		Asian		Black/African Am		Nat Hwiin/Othr Pac Islndr		White		Multiple	
Grade	Gender	Total	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total		522	197	37.74%	9	1.72%	12	2.30%	4	0.77%	1	0.19%	294	56.32%	5	0.96%
06	Total	76	32	42.11%	1	1.32%	2	2.63%	0	0.00%	0	0.00%	41	53.95%	0	0.00%
	M	39	16	41.03%	0	0.00%	2	5.13%	0	0.00%	0	0.00%	21	53.85%	0	0.00%
	F	37	16	43.24%	1	2.70%	0	0.00%	0	0.00%	0	0.00%	20	54.05%	0	0.00%
05	Total	75	23	30.67%	2	2.67%	5	6.67%	0	0.00%	0	0.00%	45	60.00%	0	0.00%
	M	41	16	39.02%	2	4.88%	4	9.76%	0	0.00%	0	0.00%	19	46.34%	0	0.00%
	F	34	7	20.59%	0	0.00%	1	2.94%	0	0.00%	0	0.00%	26	76.47%	0	0.00%
03	Total	66	17	25.76%	3	4.55%	0	0.00%	1	1.52%	0	0.00%	44	66.67%	1	1.52%
	F	29	7	24.14%	2	6.90%	0	0.00%	0	0.00%	0	0.00%	19	65.52%	1	3.45%
	M	37	10	27.03%	1	2.70%	0	0.00%	1	2.70%	0	0.00%	25	67.57%	0	0.00%
04	Total	66	25	37.88%	1	1.52%	4	6.06%	2	3.03%	0	0.00%	34	51.52%	0	0.00%
	M	37	12	32.43%	1	2.70%	2	5.41%	1	2.70%	0	0.00%	21	56.76%	0	0.00%
	F	29	13	44.83%	0	0.00%	2	6.90%	1	3.45%	0	0.00%	13	44.83%	0	0.00%
02	Total	77	32	41.56%	0	0.00%	0	0.00%	1	1.30%	0	0.00%	44	57.14%	0	0.00%
	M	41	19	46.34%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	22	53.66%	0	0.00%
	F	36	13	36.11%	0	0.00%	0	0.00%	1	2.78%	0	0.00%	22	61.11%	0	0.00%
01	Total	79	36	45.57%	2	2.53%	0	0.00%	0	0.00%	1	1.27%	39	49.37%	1	1.27%
	F	31	14	45.16%	0	0.00%	0	0.00%	0	0.00%	1	3.23%	15	48.39%	1	3.23%
	M	48	22	45.83%	2	4.17%	0	0.00%	0	0.00%	0	0.00%	24	50.00%	0	0.00%
KN	Total	83	32	38.55%	0	0.00%	1	1.20%	0	0.00%	0	0.00%	47	56.63%	3	3.61%
	F	45	20	44.44%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	23	51.11%	2	4.44%
	M	38	12	31.58%	0	0.00%	1	2.63%	0	0.00%	0	0.00%	24	63.16%	1	2.63%

Federal Accountability: AYP

Progress Reports

- [2010 AYP Accountability Progress Report for Cloverland Elementary](#)
- [2010 AYP Accountability Progress Chart for Cloverland Elementary](#)

Subgroups

A Subgroup shall be considered numerically significant for AMOS if:

- 100 or more students with valid scores or
- 50 or more students with valid scores who make up at least 15 percent of the total number of all students with valid scores

Socio-Economically Disadvantaged: A student neither of whose parents has received a high school diploma - **or** - A student who is eligible for the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP)

Students with Disabilities: Students who receive special education services and have a valid disability code - **or** - Students who were previously identified as special education but who are no longer receiving special education services for two years after exiting special education. These students **are not** counted in determining numerical significance for the SWD subgroup.

English Learners: In calculating AYP for the EL subgroup in a school or an LEA, reclassified fluent-English-proficient (RFEP) students who have not scored proficient or above on the CST in ELA three times since reclassification are included in calculating the participation rate and AMOs for the EL subgroup. These RFEP students are counted when determining whether the EL subgroup meets the minimum subgroup size to be numerically significant.

Safe Harbor: Currently, if a school, an LEA, or a subgroup does not meet its AMO criteria in either or both content areas but shows progress in moving students from scoring below the proficient level to the proficient level or above on the assessments, it may make AYP if all of the following conditions are met:

- The percentage of students in the school, LEA, or subgroup performing below the proficient level in either ELA or mathematics decreased by at least 10 percent of that percentage from the preceding school year;
- The school, LEA, or subgroup had a "Yes" or blank in the "Met 2010 AYP Criteria" column for participation rate for the assessments in ELA and mathematics;
- The school, LEA, or subgroup demonstrated at least a one-point growth in the API or had a Growth API of 680 or more;
- The school or LEA met graduation rate criteria, if applicable.

In order to apply safe harbor, the school, LEA, or subgroup current year's percent proficient or above level must be higher than the previous year's percent proficient or above level. Safe harbor for LEAs is applied for both grade spans and numerically significant subgroups within grade spans of an LEA. A confidence interval adjustment of 75 percent is applied to safe harbor calculations. Safe harbor is one of the alternative methods approved by the ED for meeting AMO targets.

Two Year Average: A two-year average percent at the proficient or above level will be considered for schools, LEAs, and numerically significant subgroups that have not met the 2010 AMOs using a one-year formula. Averages are determined by aggregating results over two years. First, the one-year percentage is calculated. This is the only percentage that is printed on all reports. If a school, an LEA, or a subgroup does not meet its AMO target using the one-year method, the two-year method is used.

<http://www.cde.ca.gov/ta/ac/ay/documents/infoguide10.pdf>



School Adequate Yearly Progress Report

2010 Accountability Progress Report

California Department of Education
Policy and Evaluation Division

Made AYP:
Met 25 of 25 AYP
Criteria
Participation Rate

Yes

English-Language Arts
Target 95%
[Met all participation rate criteria?](#) Yes

Mathematics
Target 95%
[Met all participation rate criteria?](#) Yes

GROUPS	Enrollment	Number	Met	Alternative	Enrollment	Number	Met	Alternative		
	First Day of Testing	of Students Tested	2010 AYP Rate		2010 AYP Rate	First Day of Testing	of Students Tested		2010 AYP Rate	
Schoolwide	380	380	100	Yes	380	380	100	Yes		
Black or African American	4	4	100	--	4	4	100	--		
American Indian or Alaska Native	8	8	100	--	8	8	100	--		
Asian	7	7	100	--	7	7	100	--		
Filipino	5	5	100	--	5	5	100	--		
Hispanic or Latino	133	133	100	Yes	133	133	100	Yes		
Native Hawaiian or Pacific Islander	0	0	--	--	0	0	--	--		
White	223	223	100	Yes	223	223	100	Yes		
Two or More Races	0	0	--	--	0	0	100	--		
Socioeconomically Disadvantaged	217	217	100	Yes	217	217	100	Yes		
English Learners	75	75	100	Yes	ER	75	75	100	Yes	ER
Students with Disabilities	82	82	100	Yes	ER	82	82	100	Yes	ER

Percent Proficient - Annual Measurable Objectives (AMOs)

English-Language Arts
Target 56.8 %
[Met all percent proficient rate criteria?](#) Yes

Mathematics
Target 58.0 %
[Met all percent proficient rate criteria?](#) Yes

GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method
	Schoolwide	359	230	64.1	Yes		359	254	70.8	Yes
Black or African American	4	--	--	--		4	--	--	--	
American Indian/Alaska Native	8	--	--	--		8	--	--	--	
Asian	7	--	--	--		7	--	--	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	125	70	56.0	Yes	SH	125	78	62.4	Yes	
Native Hawaiian/Pacific Islander	0	--	--	--		0	--	--	--	
White	210	142	67.6	Yes		210	156	74.3	Yes	
Two or More Races	0	--	--	--		0	--	--	--	
Socio Disadvantaged	203	112	55.2	Yes	SH	203	129	63.5	Yes	
English Learners	72	36	50.0	Yes	SH	72	43	59.7	Yes	
Students with Disabilities	77	43	55.8	Yes	SH	77	52	67.5	Yes	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
826	849	23	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.



School Adequate Yearly Progress Chart Cloverland 2010 Accountability Progress Report

Made AYP:

Yes

Met AYP Criteria:

[Participation Rate](#)

Yes

[Percent Proficient](#)

Yes

[Academic Performance Index](#)

Yes

[\(API\)](#)

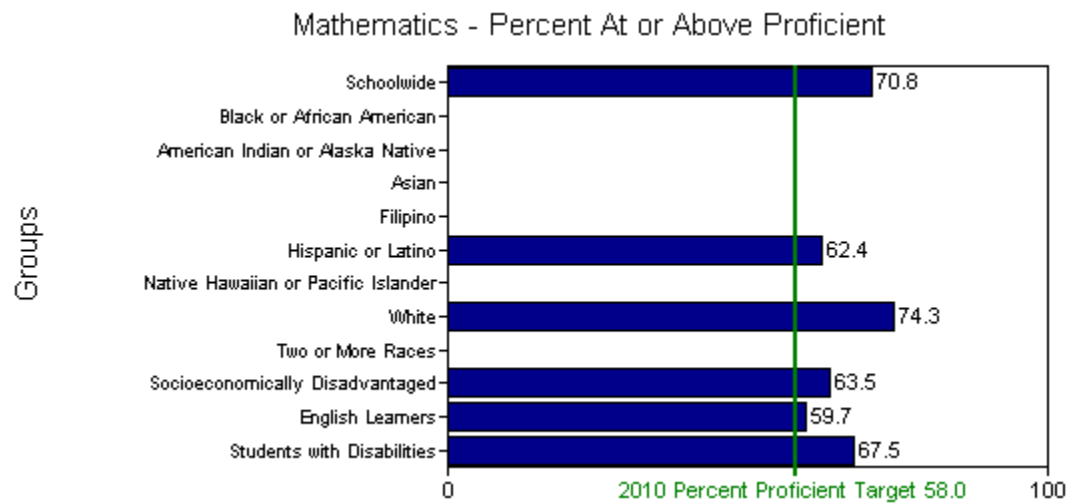
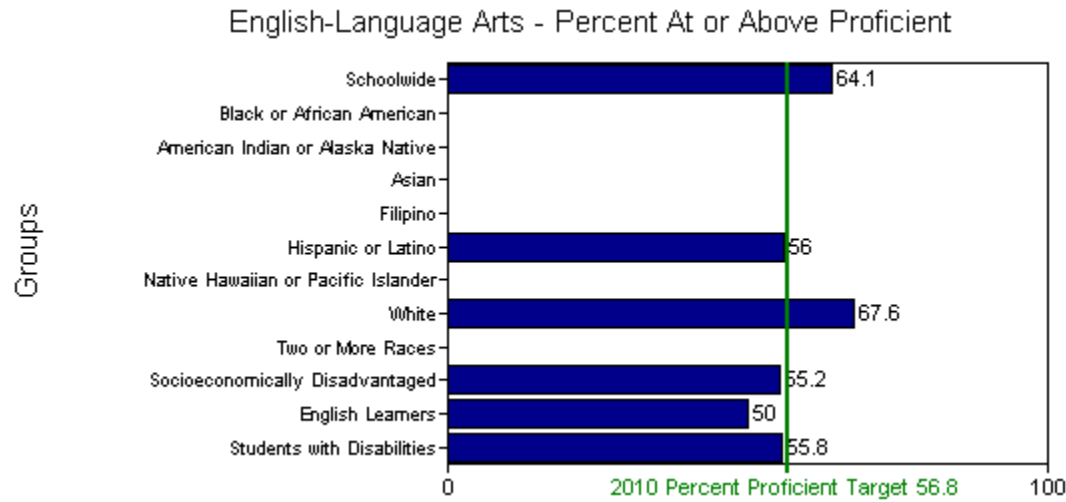
[- Additional Indicator for AYP](#)

[Graduation Rate](#)

N/A

English-Language Arts

Mathematics



State Accountability: API

Progress Reports

- [2010 API Accountability Progress Report for Cloverland Elementary](#)
- [2009-2010 API School Growth Report](#)
- [Site Accountability Worksheet](#)

Subgroups for API reporting refer to ethnic/racial, socio-economically disadvantaged, EL, and SWD subgroups. A numerically significant subgroup for the API is defined as 100 or more students with valid STAR scores or 50 or more students with valid STAR scores who make up at least 15% of the total valid STAR program scores.

Student API Scores: Each student's test score is weighted as follows:

- Advanced= 1000 points
- Proficient= 875 points
- Basic= 700 points
- Below Basic=500 points
- Far Below Basic= 200 points

API Weights and Calculation Spreadsheets:

<http://www.cde.ca.gov/ta/ac/ap/documents/calc09b10g.xls>

API Information Guide:

<http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf>



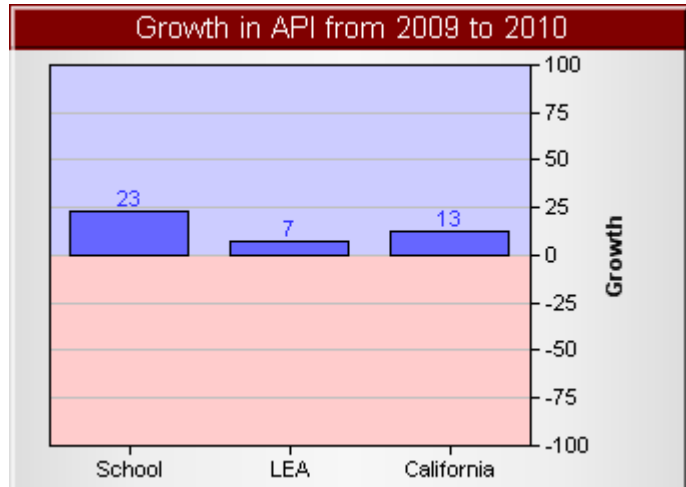
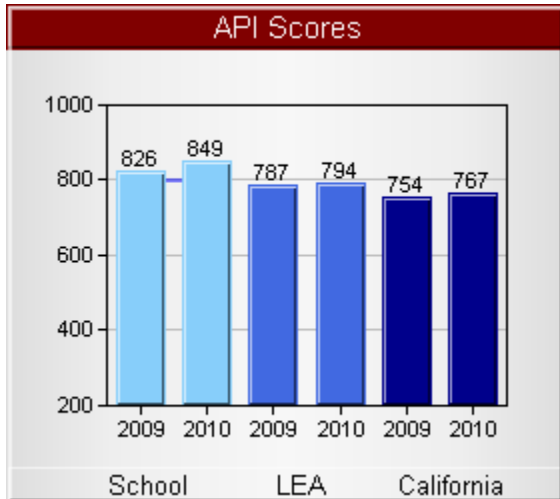
School Academic Performance Index Chart 2010 Accountability Progress Report

2009 Base API	2010 Growth API	Growth in the API from 2009 to 2010
826	849	23

Met 2009-10 Growth API Targets:

Schoolwide	Yes
All Subgroups	Yes
Both	Yes

Schools that do not have a valid 2009 Base API will not have any growth or target information.



— Statewide Performance Target for Schools = API of 800 or Above

School: Cloverland
Elementary
LEA: Oakdale Joint Unified



School Report Academic Performance Index (API) 2010 School Growth Report

Number of Students Included in the 2010 Growth API	API		
	2010 Growth	2009 Base	2009-10 Growth
3,904	794	787	7

Growth API target information is not applicable to LEAs or to schools in the Alternative Schools Accountability Model (ASAM).

Subgroups	Subgroup API				
	Number of Students Included in 2010 API	Numerically Significant in Both Years	2010 Growth	2009 Base	2009-10 Growth
Black or African American	40	No			
American Indian or Alaska Native	51	No			
Asian	68	No			
Filipino	49	No			
Hispanic or Latino	1,183	Yes	743	727	16
Native Hawaiian or Pacific Islander	4	No			
White	2,487	Yes	817	812	5
Two or More Races	14	No			
Socioeconomically Disadvantaged	1,668	Yes	742	731	11
English Learners	653	Yes	706	690	16
Students with Disabilities	482	Yes	625	609	16

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API. However, the presentation of actual growth would not be appropriate and, therefore, is omitted.

Direct-funded charter schools are not included in the LEA Report.

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small LEA, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

The federal Adequate Yearly Progress (AYP) requirement for the API is: a 2010 Growth API of 620 OR a one-point increase from the 2009 Base API to the 2010 Growth API for a school or LEA.



2009-2010 Preliminary Title III School Accountability Information

This report contains preliminary information on school-level performance on the Title III annual measurable achievement objectives (AMAOs) 1 and 2. These school-level data are reported for informational purposes. Under Title III, funding and accountability are at the local educational agency or consortium level.

CDS Code	Type	LEA/School Name	AMAO 1 - Annual Growth					AMAO 2 - Attaining English Proficiency					
			Number of Annual CELDT Takers	Percent with Prior CELDT Scores	Number in Cohort	Number Met AMAO 1	Percent Met AMAO 1	Less than 5 years			5 Years or More		
								Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level
50-75564-000000	Total	Oakdale Joint Unified	540	100%	540	299	55.4%	401	83	20.7%	236	102	43.2%
50-75564-6052880	Elementary	Cloverland Elementary	82	100%	82	45	54.9%	86	14	16.3%	22	--	--
50-75564-6052898	Elementary	Fair Oaks Elementary	89	100%	89	57	64%	88	27	30.7%	20	--	--
50-75564-6100390	Elementary	Magnolia Elementary	85	100%	85	43	50.6%	77	14	18.2%	24	--	--
50-75564-0107979	Elementary	Sierra View Elementary	125	100%	125	67	53.6%	122	25	20.5%	30	14	46.7%
50-75564-6052906	Middle	Oakdale Junior High	70	100%	70	41	58.6%	7	--	--	67	30	44.8%
50-75564-5031950	High	East Stanislaus High	7	100%	7	--	--	1	--	--	7	--	--
50-75564-5035654	High	Oakdale High	82	100%	82	45	54.9%	20	--	--	66	34	51.5%

No data are reported if there are less than 30 in the cohort. No values will be printed for AMAO 1 if less than 65 percent of the 2009 Annual CELDT takers have the required prior CELDT scores.

Oakdale Joint Unified School District
Single Plan for Student Achievement

2010-2011 Site Accountability Worksheet

ELEMENTARY SCHOOLS AND JUNIOR HIGH					
Site Name: Cloverland					
Accountability Measure	Site's Spring 2010 Score	Goal for Spring 2011	Should this area be addressed via a site plan goal?		
			No ✓	Possibly ✓	Yes ✓
Site API Base	849	Growth of at least 1 point OR Minimum API Score of 710	✓		
AYP (ELA) <input type="checkbox"/> School-wide	64.1	67.6% Proficient/Advanced			✓
AYP (ELA) <input type="checkbox"/> Socioeconomically Disadvantaged	55.2	67.6% Proficient/Advanced			✓
AYP (ELA) <input type="checkbox"/> English Learners	50	67.6% Proficient/Advanced			✓
AYP (ELA) <input type="checkbox"/> Students with Disabilities	55.8	67.6% Proficient/Advanced			✓
AYP (ELA) <input type="checkbox"/> Hispanic	56	67.6% Proficient/Advanced			✓
AYP (ELA) <input type="checkbox"/> White	67.6	67.6% Proficient/Advanced			✓
AYP (Math) <input type="checkbox"/> School-wide	70.8	68.5% Proficient/Advanced			✓
AYP (Math) <input type="checkbox"/> Socioeconomically Disadvantaged	63.5	68.5% Proficient/Advanced			✓
AYP (Math) <input type="checkbox"/> English Learners	59.7	68.5% Proficient/Advanced			✓
AYP (Math) <input type="checkbox"/> Students with Disabilities	67.5	68.5% Proficient/Advanced			✓
AYP (Math) <input type="checkbox"/> Hispanic	62.4	68.5% Proficient/Advanced			✓
AYP (Math) <input type="checkbox"/> White	74.3	68.5% Proficient/Advanced		✓	
AMAO 1	54.9	54.6% ELs attaining annual growth targets			✓
AMAO 2	--	33.9% ELs attaining prof.			✓

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Elementary English Learner Program Data Analysis

AYP	Spring 2011 STAR GOAL	Spring 2010 STAR ACHIEVEMENT	Will 10 achievement MEET 11 goals?
• EL: ELA % Participation	95	100	YES
• EL: ELA % Prof/Adv	67.6	64.1	NO
• EL: MATH % Participation	95	100	YES
• EL: MATH % Prof/Adv	68.5	70.8	YES

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
Spring 2008	41.2	59.7	18.5
Spring 2009	38.8	60.4	21.6
Spring 2010	50.0	64.1	14.1

Is the EL/Schoolwide ELA gap closing? YES

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 2008	37.0	59.9	22.9
Spring 2009	38.8	62.6	23.8
Spring 2010	59.7	70.8	11.1

Is the EL/Schoolwide Math gap closing? YES

Spring 2010 EL English Language Arts Gap Analysis – By Grade			
Subgroup/Area	EL % Pro/Adv	All Students % Pro/Adv	GAP
EL Overall	50.0	64.1	14.1
2nd Grade	50	55	5
3rd Grade	18	50	32
4th Grade	31	70	39
5th Grade	38	72	34
6th Grade	0	70	70

Which grade(s) has/have the largest EL/All Student ELA gap? 6
Which grade(s) has/have the smallest EL/All Student ELA gap? 2

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Spring 2010 EL Mathematics Gap Analysis – By Grade

Subgroup/Area	EL % Pro/Adv	All Students % Pro/Adv	GAP
EL Overall	59.7	70.8	11.1
2nd Grade	50	70	20
3rd Grade	73	70	0
4th Grade	39	70	31
5th Grade	40	82	42
6th Grade	17	58	41

Which grade(s) has/have the largest EL/All Student Math gap? 5, 6

Which grade(s) has/have the smallest EL/All Student Math gap? 3

% of English Learners by Proficiency Level Over time -- ELA

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	9	16	48	14	13
2010	6	9	53	23	9

Are the percentages of FBB ELs decreasing over time? Yes

Are the percentages of BB ELs decreasing over time? Yes

Are the percentages of B ELs decreasing over time? No

% of English Learners by Proficiency Level Over time -- MATH

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	4	21	42	19	14
2010	2	14	34	30	20

Are the percentages of FBB ELs decreasing over time? Yes

Are the percentages of BB ELs decreasing over time? Yes

Are the percentages of B ELs decreasing over time? Yes

Name of Intervention: Read 180/System 44 Intervention Program (ELA)

Number of ELs enrolled in intervention: 25

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	5 (20%)	10 (40%)	7 (28%)	3 (12%)	0
2010	3 (12%)	4 (16%)	12 (48%)	5 (20%)	1 (4%)

Comments: PRO/ADV increased 12%; BB/FBB decreased 32%; 3 students moved from BB or B to PRO or ADV

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Name of Intervention: ASES (ELA)					
Number of ELs enrolled in intervention: 26					
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	2 (7.7%)	7 (26.9%)	13 (50%)	4 (15.3%)	0
2010	0	3 (11.5%)	15 (57.7%)	7 (26.9%)	1 (3.8%)
Comments: PRO/ADV increased 15.4%; BB/FBB decreased 23.1%; 4 students moved from BB or B to PRO or ADV					

Name of Intervention: ASES (Math)					
Number of ELs enrolled in intervention: 25					
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	1 (4%)	7 (28%)	14 (56%)	2 (8%)	1 (5%)
2010	0	2 (8%)	11 (44%)	9 (36%)	3 (12%)
Comments: PRO/ADV increased 35%; BB/FBB decreased 24%; 10 students moved from BB or B to PRO or ADV					

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RFEP Spring 2009 CST in ELA		
# of RFEP	# Proficient/Advanced in ELA	% Proficient/Advanced in ELA
		88.9

RFEP Spring 2010 CST in MATH		
# of RFEP	# Proficient/Advanced in ELA	% Proficient/Advanced in Math
17	100	77

RFEP/School wide Spring 2010 CST Gap Analysis			
STAR TEST	RFEP % Prof/Adv	School wide % Prof/Adv	GAP
ELA CST	100	64.1	None
MATH CST	77	70.8	None

% of RFEP Scoring Proficient/Advanced on the CST Over Time				
ELA	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	40	N/A	N/A	N/A
3rd Grade	7	100	50	100
4th Grade	29	100	100	100
5th Grade	30	13	100	100
6th Grade	0	100	89	100
MATH	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	50	N/A	N/A	N/A
3rd Grade	21	100	50	100
4th Grade	29	100	100	67
5th Grade	13	48	100	100
6th Grade	0	50	44	40

Does the percentage of RFEP scoring Proficient/Advanced in ELA meet or exceed the schoolwide percentage in ELA? Yes

Does the percentage of RFEP scoring Proficient/Advanced in ELA meet or exceed the schoolwide percentage in Math? Yes

Is the percentage of RFEP scoring Proficient/Advanced increasing over time in ELA? Yes

Is the percentage of RFEP scoring Proficient/Advanced increasing over time in Math? Yes, in all grades except grade 4

Key Findings for English Learner Programs

ELs are making progress in all areas, but Grade 6 EL students are the lowest performing in both ELA and Math.

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Elementary ELA Program Data Analysis

AYP	Spring 2010 Achievement	Spring 2011 GOAL	Will current achievement meet spring 11 goal?
• ELA AYP % Participation	100	95	No
• ELA AYP % Prof/Adv	64.1	67.6	No

Spring 2009 STAR ELA Subgroup Gap Analysis

Subgroup	Spring 10 Achievement	Spring 11 Goal	GAP
Hispanic	56	67.6	11.6
Socioeconomically Disadvantaged	55.2	67.6	12.4
English Learners	50	67.6	17.6
Students with Disabilities	55.8	67.6	11.8

Which subgroup achievement would currently meet Spring 11 ELA AYP? None

Which subgroup achievement would currently NOT meet Spring 11 ELA AYP? All

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

STAR Testing	Socio Achievement	School Wide 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
Spring 2008	54.0	59.7	5.7
Spring 2009	48.3	56.8	8.5
Spring 2010	55.2	64.1	8.9

Is the Socio-economically disadvantaged subgroup gap closing over time? No

STAR ELA Students with Disabilities Subgroup Gap Analysis Over Time

STAR Testing	Stud with Dis Achievement	School Wide 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 2008	45.9	59.7	13.8
Spring 2009	54	56.8	2.8
Spring 2010	55.8	64.1	8.3

Is the Students with Disabilities subgroup gap closing over time? Yes

Spring 2010 ELA Gap Analysis – By Grade

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Subgroup/Area	% Pro/Adv	Spring 2011 Goal	GAP
2 nd Grade	55	67.6	12.6
3 rd Grade	50	67.6	17.6
4 th Grade	70	67.6	None
5 th Grade	72	67.6	None
6 th Grade	70	67.6	None

Which current grade level achievement would meet the spring 2011 ELA AYP goal? 2, 3

Which current grade level achievement would NOT meet the spring 2011 ELA AYP goal? 4, 5, 6

Grade Level Percentage Scoring Proficient/Advanced on the ELA CST – Over Time

Grade	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	52	58	48	55
3rd Grade	48	44	50	50
4th Grade	64	71	67	70
5th Grade	59	69	71	72
6th Grade	48	50	70	70

Which grade levels are increasing % Proficient/Advanced over time? 2, 4, 5

Which grade levels are decreasing % Proficient/Advanced over time? Staying the same – 3, 6

% of Students by Proficiency Level Over time

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2008	4	11	29	36	20
2009	4	9	26	36	25
2010	4	7	24	38	27

Are the percentages of FBB decreasing over time? No

Are the percentages of BB decreasing over time? Yes

Are the percentages of B decreasing over time? Yes

Name of ELA Intervention: ASES

Number of Students enrolled in intervention: 86

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	6	22	34	22	2
2010	6	18	29	27	6

Comments: PRO/ADV increased 9%; BB/FBB decreased 4%; 17 students moved from BB or B to PRO or ADV

Name of Intervention: Read 180/System 44 Intervention Program

Number of Students enrolled in intervention: 48

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	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	8	22	12	5	1
2010	2	11	24	7	4
Comments: PRO/ADV increased 5%; BB/FBB decreased 17%; 4 students moved from BB or B to PRO or ADV					

Key Findings in ELA Program

Grade 2 and 3 ELA scores are lower than the other grades.
All subgroups are making progress.

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ELA Program Evaluation Questions

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?

Instruction should focus on reading comprehension with expository text more often, especially in the lower grades. Teachers found that students struggled in Writing Strategies and Written and Oral Language Conventions. HM may be lacking in writing teaching. We may want to explore Step Up to Writing training – possibly trainer of trainer model for intermediate and primary. Use of released test questions to identify how HM vs. STAR assesses content standards.

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)

Instructional strategies that are needed are vocabulary development, teaching writing, and reading comprehension strategies. Steps that can be taken are staff development, collaboration, use of online resources. We should focus on instructional strategies for writing. Building academic vocabulary is important – staff should review academic vocabulary presentations in Cloverland Teacher Handbook.

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 ASPIRE, and additional students upon teacher recommendation.

TIP (Teacher Intervention Program) meetings by grade level to inform ASPIRE program coordinators and teachers of student intervention needs.

System 44/Read 180 intervention program in ASPIRE – combination with SRA.

ASPIRE seems more effective for students when their own grade level teachers design and teach the program.

SMART club – reading mentor program (Kidz Lit?)

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Limited writing activities for those in ASPIRE.

Build up library for ASPIRE students for independent reading.

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.

Universal Access/Read 180/System 44.

Sharing students at same grade level for content area instruction.

SMART club – reading mentorship program.

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?

Continue collaboration time to share ideas and strategies in reading comprehension instruction and test taking strategies.

Use of Writing Continuum online resources.

Reading Comprehension practice in addition to regular HM curriculum.

Step Up to Writing Training.

TIP Meetings.

Academic Vocabulary and Test Taking tips Power Point.

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?

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Regular grade reports and direct teacher contact.

EL parent night, School Newsletters, Title I parent night.

English classes for parents/Laptop program.

Telephone calls by bilingual aide.

Post-benchmark parent notification of progress, offer ASPIRE.

SMART club – reading mentorship program.

Family Reading Night – possible sibling/family reading opportunities in addition to being read to.

Individual teacher website.

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.

Parent Support Network brochures give to parents as Resources.

Parenting classes and techniques for disciplining children – courses offered through FSN.

Classes for parents to learn English.

ELA website currently in development.

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Elementary Goal for English Language Arts

Form B: Centralized Support for Planned Improvements in Student Performance

The School Site Council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1 (Based on conclusions from Analysis of Program Components and Student Data pages) By Spring 2011, students scoring Proficient or Advanced on the ELA CST will increase from 64.1% demonstrated in Spring 2010 to 67.6% (Spring 2011 AYP goal).							
Student Subgroup or Grade Level Achievement Spring 2010 Socioeconomically Disadvantaged: 55.8% English Learners: 50.0% Students With Disabilities: 55.8% Hispanic: 56.0%				Anticipated annual CST growth for each Student Subgroup Goal or Grade Level Goal (using Safe Harbor calculations): Socioeconomically Disadvantaged: 118 students; 61.8% English Learners: 38 students; 54.3% Students With Disabilities: 50 students; 60.0% Hispanic: 80 students; 61.1%			
Benchmark Testing <u>Goals</u> for Identified Subgroups/Grade Levels				Benchmark Testing <u>Results</u> for Identified Subgroups/Grade Levels			
Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3	Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3
SED	118/61.8%	118/61.8%	118/61.8%				
EL	38/54.3%	38/54.3%	38/54.3%				
SWD	50/60.0%	50/60.0%	50/60.0%				
Hispanic	80/61.1%	80/61.1%	80/61.1%				
1st Trimester Benchmark Findings/Possible Revised or Additional Actions:							
2nd Trimester Benchmark Findings/Possible Revised or Additional Actions:							
3rd Trimester Benchmark Findings/Possible Revised or Additional Actions:							

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GOAL 1: Site Budget Spending

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<input type="checkbox"/> Assistance from 40% Academic Coach	8/10 – 5/11	N/A		
<input type="checkbox"/> TIP (Teacher Intervention Program) meetings for grades 2 – 6	9/10 – 3/11	N/A		
<input type="checkbox"/> Character Artisans Program	8/10 – 5/11	N/A (PTC)		
<input type="checkbox"/> Anti-Bullying curriculum (grades 2-6) and KidsWorks program (grades K-3)	9/10 – 3/11	N/A (PTC)		
<input type="checkbox"/> Step Up to Writing site training/collaboration and curriculum	10 – 11 school year	Release time – full for grade level collaboration for 10 teachers @ \$94/day; \$420/kit for 2 kits	\$1,780	Title I
<input type="checkbox"/> SMART club – reading mentorship program	10/10 – 5/11	N/A		
<input type="checkbox"/> Review Academic Vocabulary and Test Taking training	10 – 11 school year	N/A		
<input type="checkbox"/> Family Reading Night with students reading	October 2010	N/A		
<input type="checkbox"/> Content Standards Workbooks (grades 2 – 6)	10/10 – 5/11	\$5.95 TE, \$39.90 10-pack SE	\$1,400	Title I
<input type="checkbox"/> Mobile Lab. for writing and research	11/10 – 5/11	Cart and 15 computers, licenses	\$18,000	Title I
<hr/>				
<input type="checkbox"/> Read 180	8/10 – 5/11	N/A (District)	\$113, 322	ASES
<input type="checkbox"/> ASES	8/10 – 5/11	Staff, materials		
	8/10 – 5/11	N/A		

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

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<input type="checkbox"/> Universal Access	8/10 – 5/11	N/A		
<input type="checkbox"/> PLC model of teacher collaboration, data analysis	8/10 – 5/11	N/A		
<input type="checkbox"/> Mountain Language	8/10 – 5/11	N/A (District)		
<input type="checkbox"/> Bilingual Instructional Aide	8/10 – 5/11	(PTC pays \$1,000)		
<input type="checkbox"/> Accelerated Reader	8/10 – 5/11	N/A (District)		
<input type="checkbox"/> Lexia	8/10 – 5/11	N/A (District)		
<input type="checkbox"/> Rosetta Stone	8/10 – 5/11	Projectors, SMART boards		
<input type="checkbox"/> Technology to support programs	8/10 – 5/11	N/A		
<input type="checkbox"/> Use of released STAR questions and STAR blueprints	8/10 – 5/11	N/A		
<input type="checkbox"/> Test Taking Strategies for students (PPT)	8/10 – 5/11	Licenses		
<input type="checkbox"/> Edhelper.com	8/10 – 5/11	License		
<input type="checkbox"/> Discovery Education Streaming	8/10 – 5/11			

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Elementary MATH Program Data Analysis

AYP	Spring 2010 Achievement	Spring 2011 GOAL	Would Math AYP Goal be met?
• MATH AYP % Participation	100	95	Yes
• MATH AYP % Prof/Adv	70.8	68.5	Yes

Spring 2010 STAR MATH Subgroup Gap Analysis			
Subgroup	Spring 10 Achievement	Spring 2011 Goal	GAP
Hispanic	62.4	68.5	6.1
Socio-economically Disadvantaged	63.5	68.5	5.0
English Learners	59.7	68.5	8.8
Students with Disabilities	67.5	68.5	1.0
Which subgroup achievement would currently meet Spring 11 Math AYP? None			
Which subgroup achievement would NOT currently meet Spring 11 Math AYP? All			

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
Spring 2008	50.3	59.9	9.6
Spring 2009	48.6	62.6	14
Spring 2010	63.5	70.8	7.3
Is the Socio-economically disadvantaged subgroup gap closing over time? Yes			

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 2008	55.8	59.9	4.1
Spring 2009	62.9	62.6	None
Spring 2010	67.5	70.8	3.3
Is the Students with disabilities subgroup gap closing over time? Yes			

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Spring 2009 MATH Gap Analysis – By Grade			
Subgroup/Area	Spring 10 % Pro/Adv	Spring 2011 Goal	GAP
2nd Grade	70	68.5	None
3rd Grade	70	68.5	None
4th Grade	70	68.5	None
5th Grade	82	68.5	None
6th Grade	58	68.5	10.5

Which current grade level achievement would meet the spring 2011 Math AYP goal? 2, 3, 4, 5

Which current grade level achievement would NOT meet the spring 2011 Math AYP goal? 6

Grade Level Percentage Scoring Proficient/Advanced on the MATH CST – Over Time				
Grade	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	66	65	60	70
3rd Grade	59	55	62	70
4th Grade	62	75	62	70
5th Grade	58	47	72	82
6th Grade	41	51	59	58

Which grade levels are increasing % Proficient/Advanced over time? All

Which grade levels are NOT increasing % Proficient/Advanced over time? None

% of Students by Proficiency Level Over time					
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2008	2	14	26	34	24
2009	2	9	25	31	33
2010	1	7	22	30	40

Are the percentages of FBB decreasing over time? Yes

Are the percentages of BB decreasing over time? Yes

Are the percentages of B decreasing over time? Yes

Name of Math Intervention: ASES					
Number of Students enrolled in intervention: 84					
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	3	23	36	17	5
2010	0	12	32	26	14

Comments: PRO/ADV increased 18%; BB/FBB decreased 14%; 25 students moved from BB or B to PRO or ADV

Key Findings in Math Program

Subgroups are making progress and gap is decreasing, but Grade 6 scores are lower than all other grades.

Math Program Evaluation Questions

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?

We need to develop a spiral review for sixth grade.

Analyze STAR released test questions, esp. for sixth grade, compared to fifth grade.

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.

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

GLAD strategies emphasized.

Leveling students and homogeneous grouping.

Development of academic vocabulary posters, instructional materials, flashcards, visual correlation.

Use of math games in class – sixth grade has asked for purchase of some.

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?

Math Facts in a Flash software.

Explore Rocket Math for ASPIRE.

iPass software.

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?

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- 4) What increased educational opportunities should be offered to these students?
- 5) Are material/training/staff necessary?

Resource, bilingual instructional aide.

Use of Title I aide in upper grade classrooms for math help.

Homogeneous grouping.

Use of computer lab. time for math fact practice.

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.

iPass software.

6th grade math technology inservice from colleague.

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, School Newsletters, Title I parent night.

English classes for parents/Laptop program.

Telephone calls by bilingual aide.

Post-benchmark parent notification of progress, offer ASPIRE.

Parent/family math website.

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?

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Spanish interpreters, direct notification.

Parent Support Network brochures give to parents as Resources.

Parenting classes and techniques for disciplining children – courses offered through FSN.

Classes for parents to learn English.

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Elementary Goal for Math

PROGRAM SUPPORT GOAL #2 (Based on conclusions from Analysis of Program Components and Student Data pages) By Spring 2011, students scoring Proficient or Advanced on the Math CST will increase from 70.8% demonstrated in Spring 2010 to 75.8% (5% increase).							
Student Subgroup or Grade Level Achievement Spring 2010 Socioeconomically Disadvantaged: 63.5% English Learners: 59.7% Students With Disabilities: 67.5% Hispanic: 62.4%				Anticipated annual CST growth for each Student Subgroup Goal or Grade Level Goal (using Safe Harbor calculations): Socioeconomically Disadvantaged: 133 students; 69.6% English Learners: 45 students; 64.3% Students With Disabilities: 60 students; 71.4% Hispanic: 88 students; 67.2%			
Benchmark Testing <u>Goals</u> for Identified Subgroups/Grade Levels				Benchmark Testing <u>Results</u> for Identified Subgroups/Grade Levels			
Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3	Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3
SED	133/69.6%	133/69.6%	133/69.6%				
EL	45/64.3%	45/64.3%	45/64.3%				
SWD	60/71.4%	60/71.4%	60/71.4%				
Hispanic	88/67.2%	88/67.2%	88/67.2%				
1st Trimester Benchmark Findings/Possible Revised or Additional Actions: 2nd Trimester Benchmark Findings/Possible Revised or Additional Actions: 3rd Trimester Benchmark Findings/Possible Revised or Additional Actions:							

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GOAL 2: Site Budget Spending

Actions to be Taken to Reach This Goal ³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<input type="checkbox"/> iPass	11/10 – 5/11	\$150 per license for 25 licenses	\$3,750	ASES, Title I
<input type="checkbox"/> Assistance from 40% Academic Coach	8/10 – 5/11	N/A		
<input type="checkbox"/> TIP (Teacher Intervention Program) meetings for grades 2 – 6	9/10 – 3/11	N/A		
<input type="checkbox"/> Character Artisans Program	8/10 – 5/11	N/A (PTC)		
<input type="checkbox"/> Anti-Bullying curriculum (grades 2-6) and KidsWorks program (grades K-3)	9/10 – 3/11	N/A		
<input type="checkbox"/> Sixth grade math technology inservice	10-11 school year	Release time ½ day for 1 teacher \$53 per half day	\$212	Title I
<input type="checkbox"/> Rocket Math for ASPIRE	11/10 – 5/11	Copies		
<input type="checkbox"/> Content standards workbooks	11/10 – 5/11	\$5.95 TE, \$39.90 10-pack SE	\$1,300	Title I
<input type="checkbox"/> Math games for sixth grade	11/10 – 5/11	Games	\$200	Title I
<input type="checkbox"/> Mobile Lab. for iPass	11/10 – 5/11	Cart and 15 computers, licenses	\$18,000	Title I
<hr/>				
<input type="checkbox"/> ASES	8/10 – 5/11	Staff, materials	\$113,322	ASES
<input type="checkbox"/> PLC model of teacher collaboration, data analysis	8/10 – 5/11	N/A		
<input type="checkbox"/> Mountain Math	8/10 – 5/11	N/A		
	8/10 – 5/11	N/A (District)		

³ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁴ List the date an action will be taken or will begin, and the date it will be completed.

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<input type="checkbox"/> Bilingual Instructional Aide	8/10 – 5/11	Projectors, SMART board		
<input type="checkbox"/> Technology to support programs	8/10 – 5/11	N/A		
<input type="checkbox"/> Use of released STAR questions and STAR blueprints				
<input type="checkbox"/> Test Taking Strategies for students (PPT)	8/10 – 5/11	N/A		
<input type="checkbox"/> Math Facts in a Flash	8/10 – 5/11	Software		
<input type="checkbox"/> Academic Vocabulary practice (PPT)	8/10 – 5/11	N/A		
<input type="checkbox"/> Think it By Hand	8/10 – 5/11	N/A		
<input type="checkbox"/> Edhelper.com	8/10 – 5/11	Licenses		
<input type="checkbox"/> Discovery Education Streaming	8/10 – 5/11	License		

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Funding Source	Title I	SIP	EIA	ASES	Overall Total
Amount	\$61,600	\$14,781	\$4,000	\$9,126	89,507
Goal 1 Expenditures					
Step Up to Writing Kits, Collaboration	1,780				1,780
Content Standards Workbooks	1,400				1,400
Renaissance (Accelerated Reader)	2,849		616		3,465
Technology: SMART board, projectors, computers, SMART board accessories, computer headphones, library software, computer licenses, software, Discovery streaming, Edhelper.com	15,740		2,994		18,734
Mobile lab. cart, computers, licenses	18,000				18,000
Library books and materials, classroom libraries		4,500			4,500
Spelling Bee materials, registration	20	60			80
Copier Maintenance Agreements		7,500		2,000	9,500
Shredding services		230			230
Materials and Supplies	18,682	2,491	349	805	22,327
ASES Materials and Supplies				3,571	3,571
Goal 2 Expenditures					
iPass	1,000			2,750	3,750
SMART goal curriculum and materials	229		41		270
Release time for 6 th grade teacher collaboration and training	400				400
Math Games	200				200
Mobile lab. cart, computers, licenses	See above				
Content Standards Workbooks	1,300				1,300
Renaissance (Math Facts in a Flash)	See above				
Technology: SMART board, projectors, computers, SMART board accessories, computer headphones, library software, computer licenses, software	See above				
Shredding services	See above				
Materials and Supplies	See above				
Office Supplies	See above				
ASES Materials and Supplies	See above				
TOTAL	\$61,600	\$14,781	\$4,000	\$9,126	\$89,507
					\$0

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TYPE	PROGRAM	DISCRETIONARY	RESERVE	SALARIES
Unrestricted	0000-General Ed. Discretionary	10,153		
	0063-After School, FFTF	128		
	0636-School & Lib Impv BG	4,500		
	1300-K-3 CSR			1,185,125
Federal	3010-Title 1	28,654		87,715
	3011-Title I ARRA	32,946		
	3200-SFSF ARRA			43,144
	3210-IDEA			114,208
State	6010-ASES	9,126		104,196
	6500-Special Ed.			252,562
	7090-Economic Impact Aid	4,000	36,209	37,866
	TOTALS:	89,507	36,209	1,794,816

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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				
Jarom Hofmann			X		
Mary Moore		X			
Sean McCarthy		X			
Nancy Palmer		X			
Tina Lane			X	X	
Robyn Kuppens				X	
Susan Hall				X	
Esmeralda Castro				X	
Yolanda Vazquez				X	
Brenda Arauza				X	
Carmen Benitez			X		

Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
 - X School Advisory Committee for State Compensatory Education Program
 - X English Learner Advisory Committee
 - X Community Advisory Committee for Special Education Programs
 - X Gifted and Talented Education Program Advisory Committee
 - X Other (Site Staff)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on:

Attested:

 Stacey Aprile
Type name of School Principal

Signature of School Principal

Date

 Sean McCarthy
Type name of SSC Chairperson

Signature of SSC Chairperson

Date

Oakdale Joint Unified School District
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School Parental Involvement Policy

Cloverland Elementary School agrees to implement the following statutory requirements:

- The school will involve parents in the development and annual revision of the School Parental Involvement Policy.
- The school will annually distribute to parents of participating children, a School Parental Involvement Policy.
- The School Parental Involvement Policy will be in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will annually review and if necessary revise the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The School Parental Involvement Policy will include a school-parent compact.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- A) *that parents play an integral role in assisting their child's learning;*
- B) *that parents are encouraged to be actively involved in their child's education at school;*
- C) *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- D) *the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY

1. The Cloverland Elementary will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - The School Site Council and site English Learner Advisory Council shall review and revise as necessary the next school year's Parental Involvement Policy during January/February of each year.
 - The proposed Parental Involvement Policy for the next school year will be presented for further advisement to the school's Parent Teacher Committee prior to the end of the school year.
2. The Cloverland Elementary will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - The Parental Involvement Policy will be included in the school's beginning of the year packet.
 - The School Compact will be reviewed and signed during October Parent Teacher Conferences.
 - The School Parental Involvement Policy and the School Compact will be posted on the school's website.

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3. The Cloverland Elementary will periodically update its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - The annual revision of the Single Plan for Student Achievement completed by December each year will inform the review/revision of the School's Parental Involvement Policy and the School Compact.

4. The Cloverland Elementary will convene an annual meeting to inform parents of the following:
 - That their child's school participates in Title I,
 - About the requirements of Title I,
 - Of the rights to be involved, (lists of rights could include Parent Notice in Table B of the Title I, Part A Parental Involvement Non-Regulatory Guidance, April 23, 2004 (page 45), a copy of Section 1118; a copy of the school's school-parent compact along with the template form Appendix C, page 51 of the Title I, Part A Parental Involvement Non-Regulatory Guidance, April 23, 2004; a copy of the district's district wide parental involvement policy and a copy of the school's parental involvement policy), and
 - About their school's participation in Title I,
 - Back to School Night will include a meeting addressing these issues each year.

5. The Cloverland Elementary will hold a flexible number of meetings at varying times, and provide transportation, child care, and/ or home visits, paid for with Title I funding as long as these services relate to parental involvement:
 - Parent Teacher Committee Meetings will be held at least quarterly.
 - School Site Council Meetings will be held monthly.
 - ELAC Meetings will be held monthly.
 - Invitations to all parent meetings will include contact information to arrange transportation for any parents/guardians needing transportation.

6. Cloverland Elementary will provide timely information to parents about the School-wide Title I program: Monthly Parent Letters providing dates and times for events and meetings will be sent to each parent.

7. Cloverland Elementary will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - The School Accountability Report Card and Single Plan for Student Achievement will be posted on the school website.
 - Monthly Parent Letters and related mailings will include the school's website and note that the School Accountability Report Card and Single Plan for Student Achievement may be viewed electronically or a hard copy is available in the school's front office.

8. Cloverland Elementary will provide parents opportunity to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - School Site Council and English Learner Advisory Council agendas shall provide opportunity for parent input.
 - Parent concerns will be directed first to the classroom teacher and then the principal.

9. Cloverland Elementary will submit to the district any parent comments if the Single Plan for Student Achievement under section (1114)(b)(2) is not satisfactory to parents of participating children.

PART III **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

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Cloverland Elementary will support a partnership among the school, parents and the community to improve student academic achievement as described below:

1. The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy:
2. The school with the assistance of the district will assist parents in understanding topics such as:
 - The State's academic content standards,
 - The State's student academic achievement standards,
 - The State and local academic assessments including alternate assessments,
 - The requirements of Title I,
 - How to monitor their child's progress, and
 - How to work with educators:

These topics will be addressed as follows:

- Monthly Parent Teacher Committee Meetings
 - Annual Title I Presentation prior to Back to School Night
 - Parent Handbook in the Beginning of the Year Packet.
 - Information posted on the district/school website.
3. The school with the assistance of the district will provide materials and training to help parents improve their children's academic achievement via activities such as literacy training, using technology:
 - District sponsored parent nights supporting all parents include:
 - Annual Parent Orientation for Parents of Gifted Learners
 - Gang Prevention Awareness
 - Parent Institute for Spanish speaking parents
 - District sponsored parent nights supporting parents of English Learners include:
 - Understanding the CELDT and STAR scores (Offered each fall)
 - Supporting my child to pass the CAHSEE
 - Parent Institute
 - School sponsored parent nights supporting parents include:
 4. The school and district will provide collaboration of programs and activities related to parent and community involvement:
 - The school will send parent/staff representation to quarterly District Parent Involvement Advisory Council Meetings.
 - The school will send parent/staff representation to quarterly DELAC Meetings.
 - Site representation at the District Parent Involvement Advisory Council and DELAC will monitor the implementation of the district's Parent Involvement Action Plan, advise upon the upcoming year's Parent Involvement Action Plan, and carry pertinent information back to School Site Council, ELAC, and Parent Teacher Committee Meetings.
 5. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training:
 - Parent representatives on the School Site Council and the Single Plan for Student Achievement Revision Team will advise upon staff development included in the SPSA.

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2. Providing the necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training:
 - Parent representatives on the School Site Council and the Single Plan for Student Achievement Revision Team will advise upon parent literacy training to be included in the SPSA.
 - Parent representatives on the District Parent Involvement Advisory Council and DELAC will advise upon parent literacy training to be included in the LEA Plan (Local Educational Agency Plan describing district activities).

3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meeting and training sessions:
 - Parent representatives on the School Site Council and the Single Plan for Student Achievement Revision Team will advise upon the budget related included in the SPSA.
 - Parent representatives on the District Parent Involvement Advisory Council and DELAC will advise upon the budget to be included in the LEA Plan (Local Educational Agency Plan describing district activities) and the District Parent Involvement Action Plan.

4. Training parents to enhance the involvement of other parents:
 - Parent representatives from this site will participate in annual training of trainers that the District Parent Involvement Advisory Council members participate in. As trainers themselves, the site representatives will carry pertinent training back to their sites.
 - Parent representatives on the School Site Council and the Single Plan for Student Achievement Revision Team will advise upon training to be included in each year's SPSA.

5. In order to maximize parental involvement and participation in their children's education, the site will endeavor to arrange school meetings at a variety of times, or conducting in-home conferences between teachers and/or staff.

6. Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs:
 - A District Parent Involvement Advisory Council meets quarterly.
 - Members of the District Parent Involvement Advisory Council are trained annually. Training includes review of exemplary models of Parental Involvement.

7. Developing appropriate roles for community –based organizations and businesses, including faith-based organizations, in parental involvement activities:
 - Parent representatives on the School Site Council and the Single Plan for Student Achievement Revision Team will advise upon community involvement to be included in the SPSA that will support site academic goals.

8. Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

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This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A Programs, as evidenced by _____.

This policy was adopted by the **Cloverland Elementary** on **mm/dd/yy** and will be in effect for the period of _____. The school will distribute this policy to all parents of participating Title I, Part A children on or before _____: It will be made available to the local community on or before _____. The **Cloverland Elementary**'s notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, provide a copy of this policy to parents in a language the parents can understand.

(Signature of Authorized Official)

(Date)

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STUDENT/FAMILY/STAFF COMPACT

The Cloverland Elementary Community pledges to support the following goals:

- Provide a child-centered learning environment that will empower all students to become lifelong learners and productive members of society.
- Increase the number of students achieving Proficient or Advanced on the English Language Arts and Mathematics sections of the Spring 2011 STAR Test.

Cloverland Students, Parents, and Staff will work together to achieve these goals. The following pledges were reviewed by our School Site Council, Parent Teacher Committee, and Student Leadership:

STUDENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about my school experiences.
- Focus on studying, reading, and family and/or community activities every day after school.
- Respect myself and all members of the school community.

FAMILY/PARENT PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a dedicated time and quiet place to support homework. Limit TV viewing and video game playing.
- Read to my child or encourage my child to read every day (20 minutes grades K-3 and 30 minutes grades 4-6).
- Communicate with the teacher when I have a concern.
- Ensure that my child attends school every day and receives adequate sleep, regular medical attention, proper nutrition, and proper hygiene.
- Regularly monitor my child's progress in school.
- Participate at school activities by volunteering and/or attending parent-teacher conferences, school events, and school decision-making meetings.
- Communicate the importance of education to my child.
- Respect myself and all members of the school community.

STAFF PLEDGE:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction to students.
- Endeavor to motivate each student to learn and do their best.
- Have high expectations for each student and help each student develop a lifelong love of learning.
- Communicate regularly with students and families about student progress.
- Provide a safe and supportive learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities and actively collaborate with colleagues.
- Respect myself and all members of the school community.

Student

Parent/Guardian

Teacher