

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

Single Plan

for
Student Achievement



Magnolia Elementary School

CDS Code: 50-75564-6100390
Contact Person: Julie Minabe
Phone (209) 847-3056
e-mail: jminabe@oakdale.k12.ca.us

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

Oakdale Joint Unified School District
Single Plan for Student Achievement

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Magnolia Elementary School Site Plan Revision Team

Julie Minabe, Principal
Melissa Clark, Teacher
Kathy Jenkins, Teacher In Charge/Academic Coach
Annette Kimball, After School Program Supervisor
Elizabeth Walden, Parent

Magnolia Elementary School Elementary School Site Council

Julie Minabe, Principal
Heather Bolter, Teacher
Rachelle Savage, Teacher
Marlo Smith, Teacher
Gloria Coleman, Classified Employee
Maria Chavez, Parent
Nikki Collier, Parent
Brent Lowe, Parent
Lorena Ortiz, Parent
Elizabeth Walden, Parent

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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

In partnership with community and families, Magnolia staff strives to address the social, emotional and academic needs of each child in an effort to provide meaningful learning opportunities for all students. A well-rounded curriculum covers all areas from music, technology and physical education to positive character development, English Language Development and an academic program that meets or exceeds the California State Standards. Extended learning opportunities are also a goal of the Magnolia Staff, fostering a life-long love of learning. By cultivating a nurturing and challenging learning atmosphere, Magnolia ensures each student has the capacity and empowerment to serve as valuable and supportive members of society.

School Profile

Magnolia's story is one of growth and change. When the building was constructed in 1939, the school served K-8 students, and later became a junior high school for 7th and 8th grade students. In 1987, the site was established as Magnolia Elementary School for grades K-6. Oakdale grew rapidly, and Magnolia became the first year-round school in the city of Oakdale in 1991. In 1995, Magnolia Elementary was recognized as a California Distinguished School. With the 2006 opening of a fourth elementary school in our district, Magnolia returned to a traditional calendar.

There are 564 students enrolled at Magnolia. One hundred twelve of our students speak English as a second language and twenty six of these students qualify for Migrant Education. One primary and one intermediate Special Day class are part of the Magnolia School community. Students in the Special Day classrooms have specific learning goals and objectives and are also mainstreamed within the general education classrooms and curriculum, as per their Individual Education Programs. A Gifted and Talented Education program enriches the learning of identified students in third through sixth grades. Three hundred six Magnolia students, which encompass fifty-four percent of the school population, qualify for free or reduced lunch. There are twenty-two students whose IEP goals are supported by Resource assistance. Magnolia is a school-wide Title One school. High standards and innovation are what drive Magnolia. Grade level expectations are aligned with State Standards, are clearly communicated, and guide student learning. We strive to maintain small class sizes in grades kindergarten, 1st, 2nd, and 3rd.

A walk through Magnolia reveals a strong partnership between staff, students, parents, and the Oakdale community. Active parental involvement and support through a committed Parent Teacher Club permeate the school and its programs. Two hundred fifty parent surveys returned in Spring 2010 indicate a high level of satisfaction with the school. Bulletin boards attest to Character Development, high standards, and values. Policies and schedules reflect a commitment to student safety and well-being. Student subgroups at Magnolia are: English Learners, Students with Disabilities, Socioeconomically Disadvantaged, White, and Hispanic. The Magnolia staff acknowledges the constant change and diversity in the student population and is committed to each student's success.

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

MAGNOLIA ELEMENTARY			Hispanic		Am Indian/Alskn Nat		Asian		Black/African Am		White		Multiple	
Grade	Gender	#	#	%	#	%	#	%	#	%	#	%	#	%
Total		566	181	31.98%	3	0.53%	6	1.06%	4	0.71%	366	64.66%	6	1.06%
06	Total	92	30	32.61%	1	1.09%	1	1.09%	0	0.00%	59	64.13%	1	1.09%
	F	48	17	35.42%	1	2.08%	1	2.08%	0	0.00%	28	58.33%	1	2.08%
	M	44	13	29.55%	0	0.00%	0	0.00%	0	0.00%	31	70.45%	0	0.00%
05	Total	78	28	35.90%	0	0.00%	0	0.00%	0	0.00%	49	62.82%	1	1.28%
	F	32	15	46.88%	0	0.00%	0	0.00%	0	0.00%	17	53.13%	0	0.00%
	M	46	13	28.26%	0	0.00%	0	0.00%	0	0.00%	32	69.57%	1	2.17%
04	Total	86	20	23.26%	1	1.16%	2	2.33%	1	1.16%	61	70.93%	1	1.16%
	F	53	10	18.87%	1	1.89%	2	3.77%	1	1.89%	38	71.70%	1	1.89%
	M	33	10	30.30%	0	0.00%	0	0.00%	0	0.00%	23	69.70%	0	0.00%
03	Total	89	34	38.20%	1	1.12%	0	0.00%	0	0.00%	53	59.55%	1	1.12%
	F	40	15	37.50%	1	2.50%	0	0.00%	0	0.00%	23	57.50%	1	2.50%
	M	49	19	38.78%	0	0.00%	0	0.00%	0	0.00%	30	61.22%	0	0.00%
02	Total	76	26	34.21%	0	0.00%	0	0.00%	1	1.32%	49	64.47%	0	0.00%
	M	34	12	35.29%	0	0.00%	0	0.00%	0	0.00%	22	64.71%	0	0.00%
	F	42	14	33.33%	0	0.00%	0	0.00%	1	2.38%	27	64.29%	0	0.00%
01	Total	78	17	21.79%	0	0.00%	2	2.56%	1	1.28%	57	73.08%	1	1.28%
	M	38	10	26.32%	0	0.00%	2	5.26%	0	0.00%	26	68.42%	0	0.00%
	F	40	7	17.50%	0	0.00%	0	0.00%	1	2.50%	31	77.50%	1	2.50%
KN	Total	67	26	38.81%	0	0.00%	1	1.49%	1	1.49%	38	56.72%	1	1.49%
	M	27	15	55.56%	0	0.00%	0	0.00%	0	0.00%	12	44.44%	0	0.00%
	F	40	11	27.50%	0	0.00%	1	2.50%	1	2.50%	26	65.00%	1	2.50%

Oakdale Joint Unified School District
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Federal Accountability: AYP

Progress Reports

- **2010 AYP Accountability Progress Report for Magnolia Elementary**
- **10 AYP Accountability Progress Chart for Magnolia Elementary**

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

Made AYP: No
Met 15 of 21 AYP Criteria
Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment	Number	Rate	Met	Alternative	Enrollment	Number	Rate	Met	Alternative
	First	of		2010	Method	First	of		2010	Method
Schoolwide	439	433	99	Yes		439	434	99	Yes	
Black or African American	2	2	100	--		2	1	50	--	
American Indian or Alaska Native	1	1	100	--		1	1	100	--	
Asian	4	4	100	--		4	4	100	--	
Filipino	2	2	100	--		2	2	100	--	
Hispanic or Latino	140	136	97	Yes		140	137	98	Yes	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	287	285	99	Yes		287	286	100	Yes	
Two or More Races	2	2	100	--		2	2	100	--	
Socioeconomically Disadvantaged	227	222	98	Yes		227	223	98	Yes	
English Learners	87	86	99	Yes	ER	87	87	100	Yes	ER
Students with Disabilities	57	55	97	--		57	57	100	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? No					Mathematics Target 58.0 % Met all percent proficient rate criteria? No				
	Valid	Number At	Percent At	Met	Alternative	Valid	Number At	Percent At	Met	Alternative
	Scores	or Above	or Above	2010	Method	Scores	or Above	or Above	2010	Method
Schoolwide	406	225	55.4	No		407	260	63.9	Yes	
Black or African American	2	--	--	--		1	--	--	--	
American Indian or Alaska Native	1	--	--	--		1	--	--	--	
Asian	4	--	--	--		4	--	--	--	
Filipino	2	--	--	--		2	--	--	--	
Hispanic or Latino	121	50	41.3	No		122	64	52.5	No	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	273	166	60.8	Yes		274	188	68.6	Yes	
Two or More Races	2	--	--	--		2	--	--	--	
Socioeconomically Disadvantaged	207	96	46.4	Yes	SH	208	116	55.8	No	
English Learners	75	25	33.3	No		76	33	43.4	No	
Students with Disabilities	52	23	44.2	--		54	25	46.3	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
816	807	-9	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 2010 Accountability Progress Report

Made AYP:

No

Met AYP Criteria:

English-Language Arts

Mathematics

Participation Rate

Yes

Yes

Percent Proficient

No

No

Academic Performance Index (API)

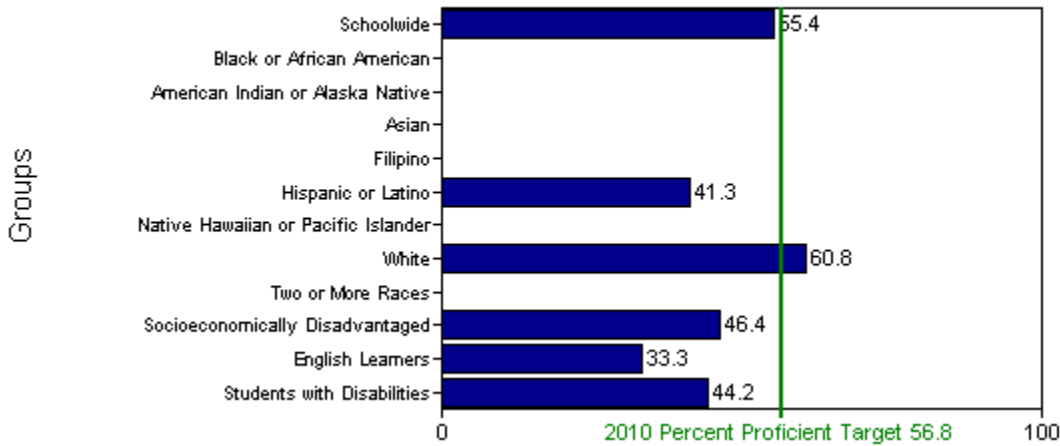
Yes

- Additional Indicator for AYP

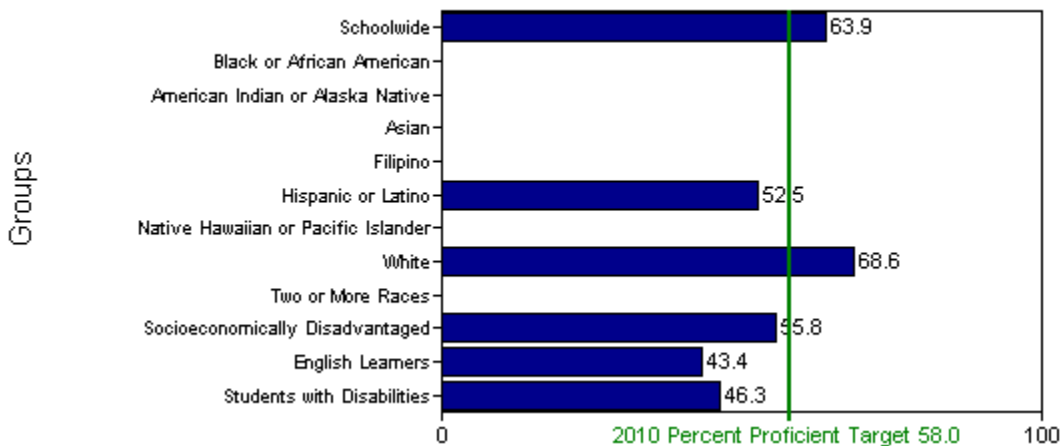
Graduation Rate

N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



State Accountability: API

Progress Reports

- [2010 API Accountability Progress Report for Magnolia 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

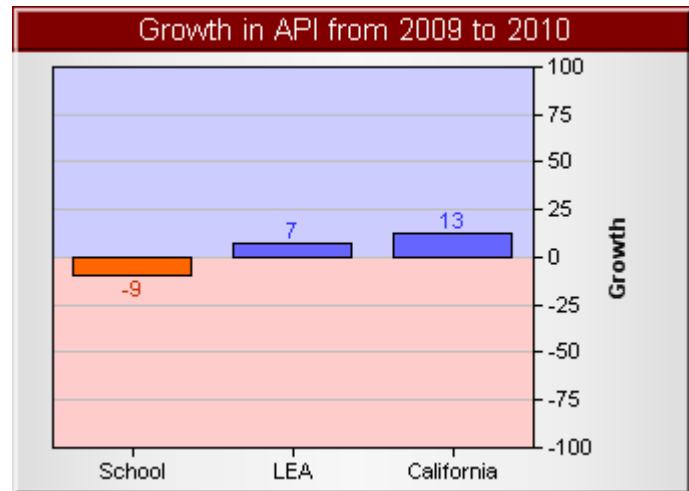
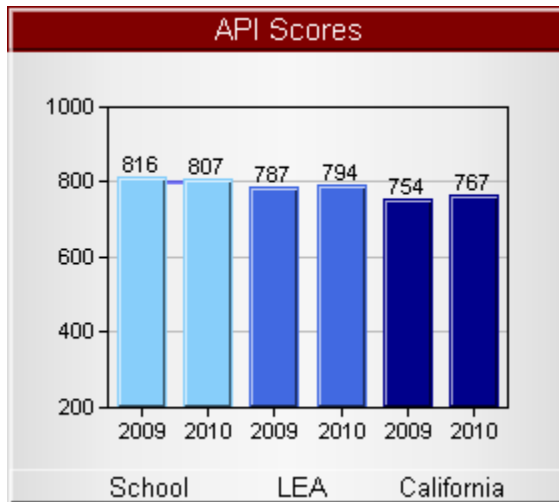
2009 Base API	2010 Growth API	Growth in the API from 2009 to 2010
816	807	-9

Met 2009-10 Growth API

Targets:

Schoolwide	Yes
All Subgroups	No
Both	No

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 Report 2009-2010 Academic Performance Index (API) School Growth Report

Number of Students included in the 2010 Growth API	API				Met Growth Target		
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
408	807	816	A	-9	Yes	No	No

[Similar Schools](#)

Median API

2010 Growth	2009 Base
819	813

Click on the median value heading to link to the list of 2009 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2009 Base API Report.

Subgroups

Subgroup API

	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	
Black or African American	2	No					
American Indian or Alaska Native	1	No					
Asian	4	No					
Filipino	2	No					
Hispanic or Latino	122	Yes	752	760	5	-8	No
Native Hawaiian or Pacific Islander	0	No					
White	274	Yes	831	839	A	-8	Yes
Two or More Races	2	No					
Socioeconomically Disadvantaged	209	Yes	759	775	5	-16	No
English Learners	76	No	704				
Students with Disabilities	54	No					

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 or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

- "N/A" means a number is not applicable or not available due to missing data.
- "**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2009 or 2010. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2009.
- "B" means the school did not have a valid 2009 Base API and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2009 Base API Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2010 Growth API of 680 or a one-point increase from 2009 Base API to 2010 Growth API for a school or LEA.

Oakdale Joint Unified School District
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**2009-2010 Preliminary Title III School Accountability
Information**

*California Department of
Education
Language Policy and Leadership
Office*

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.

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Site Accountability Worksheet

ELEMENTARY SCHOOLS AND JUNIOR HIGH					
Site Name: Magnolia					
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	807	Growth of at least 1 point OR Minimum API Score of 710		X	
AYP (ELA) <input type="checkbox"/> School-wide	55.4%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> Socioeconomically Disadvantaged	46.4%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> English Learners	33.3%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> Students with Disabilities	44.2%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> Hispanic	41.3%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> White	60.8%	67.6% Proficient/Advanced		X	
AYP (Math) <input type="checkbox"/> School-wide	63.9%	68.5 Proficient/Advanced		X	
AYP (Math) <input type="checkbox"/> Socioeconomically Disadvantaged	55.8%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> English Learners	43.4%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> Students with Disabilities	46.3%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> Hispanic	52.5%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> White	68.6%	68.5 Proficient/Advanced		X	
AMAO 1	50.6%	54.6% ELs attaining annual growth targets		X	
AMAO 2	18.2%	33.9% ELs attaining prof.			X

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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	99%	95%	Yes
• ELA AYP % Prof/Adv	55.4%	67.6%	No

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

Spring 2010 STAR ELA Subgroup Gap Analysis

Subgroup	%Pro/Adv	Spring 2011 Goal	GAP
Hispanic	41.3%	67.6%	26.3%
Socioeconomically Disadvantaged	46.4%	67.6%	21.2%
English Learners	33.3%	67.6%	34.3%
Students with Disabilities	44.2%	67.6%	23.4%

1. Which subgroup achievement would currently meet Spring 2011 ELA AYP? None of the subgroups would meet 2011 AYP.
2. Which subgroup achievement would NOT currently meet Spring 2011 ELA AYP? All of the subgroups are short of the goal.

STAR ELA Socio-Economically Disadvantaged Subgroup Gap Analysis Over Time

STAR Testing	Socio % Pro/Adv	School-wide % Pro/Adv	GAP
Spring 2004	31.6	45.2	13.6
Spring 2005	35.6	51.6	16
Spring 2006	37.9	50.7	12.8
Spring 2007	38	54.1	16.1
Spring 2008	33.3	45.8	12.5
Spring 2009	43.3	56.8	13.5
Spring 2010	46.4	55.4	9.0

3. Is the Socio-Economically Disadvantaged Subgroup/School-wide gap closing over time? Yes

STAR ELA Students with Disabilities Subgroup Gap Analysis Over Time

STAR Testing	SWD % Pro/Adv	School-wide % Pro/Adv	GAP
Spring 2004	19.3	45.2	25.9
Spring 2005	32.8	51.6	18.8
Spring 2006	32.2	50.7	18.5
Spring 2007	24.5	54.1	29.6
Spring 2008	23.4	45.8	22.4
Spring 2009	47.2	56.1	8.9
Spring 2010	44.2	55.4	11.2

4. Is the SWD Subgroup/School-wide gap closing over time? Somewhat, but not consistently.

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Spring 2010 ELA Gap Analysis – By Grade

Subgroup/Area	% Pro/Adv	Spring 2011 Goal	GAP
2nd Grade	44%	67.6%	23.6%
3rd Grade	55%	67.6%	12.6%
4th Grade	58%	67.6%	9.6%
5th Grade	58%	67.6%	9.6%
6th Grade	69%	67.6%	+1.4%

5. Which current grade level achievement would meet the Spring 2011 ELA AYP goal? None except Sixth grade.
6. Which current grade level achievement would NOT meet the Spring 2011 ELA AYP goal? Second, Third, Fourth, Fifth Grades.

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

Grade	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	40	28	57	44
3rd Grade	52	41	37	55
4th Grade	59	65	62	58
5th Grade	48	43	59	58
6th Grade	56	48	59	69

7. Which grade levels are increasing % Proficient/Advanced over time? Second grade dipped in 2010, Fourth grade decreased in both 2009 and 2010.
8. Which grade levels are NOT increasing % Proficient/Advanced over time? Second grade and Fourth grade.

% of Students by Proficiency Level Over time

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2008	6	13	37	30	14
2009	5	10	29	33	22
2010	6	11	28	31	24

Are the percentages of FBB decreasing over time? No, staying steady at 5-6%

Are the percentages of BB decreasing over time? Yes

Are the percentages of B decreasing over time? Yes

Name of Intervention: Gr. 5 & 6 READ 180- Alban

Number of 15 enrolled in intervention (7 SDC-LH Students without CST scores)

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	0	8	0	0	0
2010	0	5	3	0	0

Comments: 3 of 8 students (not SDC-LH) made one level's growth between 2009 and 2010 STAR testing.

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Name of Intervention: Gr. 4 READ 180- Cuthbert & Stidham					
Number of <u>14</u> enrolled in intervention (Only 12 Students with matching scores)					
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	5	7	0	0	0
2010	4	3	3	2	0
Comments: 7 of 12 students increased their proficiency level by at least 1. 4 of those students increased 2 levels of proficiency.					

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ELA Program Evaluation Questions

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

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

A. Alignment of instruction with content standards

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

The curriculum is aligned to ELA standards. English Learners, Hispanics, and Students with Disabilities struggle with grade level standards in ELA, but are given additional support through ELD and Special Education services. Struggling English Learners are invited to After School Program (ASPIRE) to participate in additional ELD activities, including Rosetta Stone.

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 used include: Direct instruction with checking for understanding and remediation opportunities. Extra Reading Comprehension is taught through Early Success and Soar To Success. All fourth through sixth grade students who scored Below Basic or Far Below Basic in ELA on Spring 2009 STAR testing receive instruction through Read 180 during the school day. Selected students who scored Basic in ELA on Spring 2009 STAR testing receive Read 180 assistance through After School ASPIRE program. Continued collaboration within grade levels for Universal Access support instructional strategies along with Joplinizing and ability grouping for reading groups within each grade. English Learners are taught with SDAIE methods and small group, direct instruction. Regular Professional Collaboration time will support these strategies. A supplemental writing program such as "Step Up To Writing" will be investigated and purchased if funding allows. Teachers will receive information on the OJUSD ELA continuum and writing project and will need to be trained to use any new ELA/writing programs. Technology such as Smart Boards, laptop computers, Alpha Smart keyboards, ELMOS will also be investigated and purchased as funding allows, along with staff training for their use if necessary. Peer and Cross-Age tutoring opportunities will also be explore to improve student achievement.

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?

ASPIRE After School Program is available to students scoring below Proficient level on both ELA and Math, and targeted English Learners. A Family Literacy section in ASPIRE for English Learners will be investigated for possible implementation. Attendance is tracked for ASPIRE. Growth is measured by Pre and Post Assessments, District Benchmark Assessments, and STAR data from year to year.

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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?

Students in Grades 2 & 3 who score Below Basic or Far Below Basic on STAR testing, or through other alternate assessments, are eligible to receive Title One reading assistance in a pull out program. Eligible Special Education students with IEPs receive Resource assistance during the school day, either in the classroom or on a pull out basis. Morning recess tutorials, staffed by Title One and Bilingual instructional aides, are made available to students. Many teachers offer lunch time tutorials.

Data has indicated that many Title One students advance one level on STAR testing after consistent attendance and participation in the program. Resource students show progress toward their IEP goals as measured by Academic testing. These programs need to be continually monitored for improvement. Consumable materials are purchased on a yearly basis to support the programs. When opportunities arise for training to support Title One and Resource programs, staff are sent to those trainings.

Increased educational opportunities that should be offered to these students include cross-age tutors, targeted remedial instruction for specific language arts standards, tutor buddies to provide reading practice for younger struggling students, and Accelerated Reader incentives.

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?

All grade levels have shown progress in ELA. Third grade has the largest gap to reach the Spring 2011 ELA goal. Teachers at that grade level will continue to meet at least twice monthly to collaborate and analyze data.

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?

All parents are informed of student progress each trimester, and more often if needed. Parent-Teacher Conferences are held at the end of the first trimester for all students, and on an as-necessary basis throughout the year. Teachers inform parents of grade level standards, their child's STAR scores, report card grades, GPA (intermediate grades), and ways to support their children at Back to School Night at the beginning of the school year.

Magnolia's SSC/ELAC has five parent representatives. Some are parents of English Learners. Parent Club officers and meeting attendees are representative of all Magnolia students.

Events are being publicized in the school newsletter, with flyers, on the school marquee, on the school, classroom, and Parent Club websites, and on bulletin boards in the main hallway of the school. MEPTC has purchased a large banner that is placed on the fence in front of the school every time there is a Parent Club event, and utilizes the Connect Ed system to remind all Magnolia parents of upcoming meetings.

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Every year, parent and community members work in the classroom, act as chaperones on field trips, and share their expertise with students in the classroom.

A parent represents Magnolia as a member of the district Parental Involvement Committee.

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?

Parents are in need of English as a Second Language classes and how to help students with homework support. OJUSD offers ESL classes (CBET) during the school year. Services offered by Family Support Network including parenting classes, counseling services, and medical services are needed by families. Flyers announcing classes and 211 Services program cards are sent home with students to encourage parents to take advantage of available opportunities. In cooperation with Health Net, Magnolia is hosting English and Spanish sessions of Fit Families for Life classes in the evening to promote nutrition, fitness, and family involvement.

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Elementary/Junior High 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, moving toward the ELA expectation of 67.6% Prof/Adv, Magnolia students scoring Pro/Adv. on the CST in ELA will increase from 55.4% Schoolwide demonstrated in Spring 2010 to at least 65.4%, and student proficiency in each identified subgroup/grade level will increase by at least 10% or achieve proficiency through Safe Harbor (SH).					
Student Subgroups/Gr. Lev. to be monitored in support of goal:		Anticipated annual CST growth needed to meet AYP:			
Schoolwide		<ul style="list-style-type: none"> Schoolwide : moving from 55.4% to at least 65.4% 			
Hispanic		<ul style="list-style-type: none"> Hispanic: moving from 41.3% to at least 51.3% 			
Socio-Economically Disadvantaged		<ul style="list-style-type: none"> Socioeconomically Disadvantaged: moving from 46.4% to at least 56.4% 			
English Learners		<ul style="list-style-type: none"> English Learners: moving from 33.3% to at least 43.3% 			
Students with Disabilities		<ul style="list-style-type: none"> Students with Disabilities: moving from 44.2% to at least 54.2% 			
2 nd Grade		<ul style="list-style-type: none"> 2nd Grade: moving to at least 54% 			
3 rd Grade		<ul style="list-style-type: none"> 3rd Grade: moving to at least 65% 			
4 th Grade		<ul style="list-style-type: none"> 4th Grade: moving to at least 68% 			
5 th Grade		<ul style="list-style-type: none"> 5th Grade: moving to at least 68% 			
6 th Grade		<ul style="list-style-type: none"> 6th Grade: maintaining at least 69% 			
Benchmark Testing Identified Subgroups		Benchmark Testing Results for Identified Subgroups/Grade Levels			
Subgroup/Gr. Level	Goal	Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3
Hispanic	70 (60 SH) students scoring proficient/advanced	Hispanic			
Socio-Econ	131 (112 SH) students scoring proficient/advanced	Socio-Econ			
English Learners	36 (29 SH) students scoring proficient/advanced	English Learners			
Students with Dis	40 (33 SH) students scoring proficient/advanced	Students with Dis			
2 nd Grade	40 (34 SH) students scoring proficient/advanced	2 nd Grade			

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3 rd Grade	55 (46 SH) students scoring proficient/advanced	3 rd Grade			
4 th Grade	55 (47 SH) students scoring proficient/advanced	4 th Grade			
5 th Grade	49 (41 SH) students scoring proficient/advanced	5 th Grade			
6 th Grade	62 (54 SH) students scoring proficient/advanced	6 th Grade			
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:					

Current Actions that support this Goal
<p><u>Curriculum and Data</u></p> <ul style="list-style-type: none"> • Grade level chairs to be given agendas for monthly data team process. • Grade level pacing calendars monitored to ensure teaching of all standards prior to standardized testing. • Grade levels will identify and use common formative and summative assessment results to guide data team discussions during monthly grade level meetings. • Benchmark exam results to be submitted to principal utilizing the form identifying subgroup populations. • Grade level collaboration following receipt of each trimester's benchmark results will identify students needing standard specific remediation, discuss and develop remediation to be offered, and share successful strategies, and materials available for remediation and re-testing (such as EduSoft) • Student Monitoring Binders and ELD Checklists kept by teachers and reviewed by principal and Academic Coach each trimester. <p><u>After School Program</u></p> <ul style="list-style-type: none"> • Utilize pre and post tests to evaluate After School Program effectiveness. • Daily After School intervention will be offered with an emphasis on moving students to Proficient. • Provide training to support interventions during After School time. <p><u>Staff Development</u></p> <ul style="list-style-type: none"> • Monthly staff meetings will support strategies for student engagement, teacher demonstrations, professional reading, video excerpts. Read 180 teachers to train staff in Read 180 writing process. Visualization and Verbalization training to be offered to grade levels by trained staff. • Staff development that is after school program specific • Arts and Music training/materials to support ELA instruction. • Academic Coach to support ELA instruction

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Materials and Supplies

- Ongoing support of Read 180 program

Supplemental Activities

- Continued character education opportunities to support ELA standards.
- Student participation in district, county, and other programs that support ELA content standard achievement.
- Support of Magnolia Morning News program to increase achievement of ELA standards.
- Continued counseling/social skills programs to support students' academic success.

Personnel

- After School Program Manager
- Certificated staff
- Classified Staff
- Title I Aide works with Title I Reading teachers to support identified at-risk students in Grade 2
- Title I Teacher works in collaboration with classroom teachers to support identified at-risk students in Grade 3.
- Support of district GATE program.
- Support of district Music program.
- Support of district Science program.
- Computer Lab Instructional Aide supports grade level ELA Content Standards instruction and remediation
- Computer support needed to fully implement Read 180 for grades 4-6.
- Support of ELA standards instruction by Bilingual Instructional Aide.

Parent Involvement

- Analysis of CST scores will be presented to School Site Council / ELAC. These advisory committees will be updated on a regular basis regarding improvement progress.
- Training and utilization of parent volunteers as classroom and recess ELA tutors.
- Parents will be invited to Student Award assemblies and other assemblies that recognize student achievement.
- Parent-Community collaboration to provide annual enrichment opportunities supporting ELA standards such as Magnolia Drama Club
- Site liaisons will attend DELAC.

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- Site liaisons will attend District Parent Involvement Committee Meetings.
- Participation in district-offered CBET classes
- Parent Family Classes supporting at-risk students
- Collaboration with Familias Unidas and Family Support Network to make parents aware of community resources
- Participation in district-offered “Celebrating English Learners” session for parents.
- Investigation of Family Literacy classes for English Learners and their families.
- Site family evening to educate parents of English Learners about the Reclassification process.

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GOAL 1: Site Budget Spending

Ongoing or Additional 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	Title I	SIP	EIA	ASES
<u>Curriculum and Data</u>						
<ul style="list-style-type: none"> Grade Level Chairperson release time to design standards-based common assessments and Benchmark follow-up exams. 	Nov. & Apr.	Substitute Costs	\$800			
<u>After School Program</u>						
<ul style="list-style-type: none"> Field trips/snacks to support After School Program (ASPIRE) 	Aug - May	Field trips/Snacks				\$1,000
<u>Staff Development</u>						
<ul style="list-style-type: none"> Professional workshops/conferences for staff to support student achievement in ELA. 	Aug - May	Workshops/Conferences	\$500			
<ul style="list-style-type: none"> Substitutes to release teachers to attend professional conferences 	Aug-May	Substitute Costs	\$500			
<ul style="list-style-type: none"> Substitutes to support across grade level collaboration. 	Aug-May	Substitute Costs	\$500			
<ul style="list-style-type: none"> Training/release time to support Smart Board use. 	Nov-May	Substitute Costs	\$600			
<ul style="list-style-type: none"> Substitutes to provide teacher release time for peer observations 	Aug-May	Substitute Costs	\$1,000			
<u>Materials and Supplies</u>						
<ul style="list-style-type: none"> Supplementary materials to be purchased to support student engagement and achievement. 	Aug-May	Materials & Supplies	\$22,000			
<ul style="list-style-type: none"> Test-taking materials purchased to support student achievement. 	Jan. 2011	ELA Test Prep Books	\$450			
<ul style="list-style-type: none"> Materials and supplies to support after school program 	Aug-May	Materials/Supplies				\$7,204
<ul style="list-style-type: none"> Purchase of materials to support Title I reading intervention. 	Dec. 2010	Soar to Success and Early Success workbooks	\$1,000			
<ul style="list-style-type: none"> Maintenance and improvement of site technology. 	Aug-May	Smart Bd/DLPs/Laptops	\$25,000			

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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<ul style="list-style-type: none"> Copying to support curriculum implementation and student evaluation process. 	Aug-May	Paper/Supplies	\$2,500			
<ul style="list-style-type: none"> Maintenance agreements on copier 	July 2010	Maintenance Agreement	\$3,000			
<ul style="list-style-type: none"> Rental of copier 	July 2010	US Bancorp Rental	\$3,385			
<u>Personnel</u>						
<ul style="list-style-type: none"> Substitutes provide teacher release necessary in SST process and workshop attendance. 	Aug-May	Substitute Costs	\$1,000			
<u>Parent Involvement</u>						
<ul style="list-style-type: none"> Student planners and folders purchased for parent involvement and communication. 	July 2010	Materials/Supplies	\$2,500			
<ul style="list-style-type: none"> Visitor labels/badge holders purchased for parent involvement. 	May 2011	Materials/Supplies	\$400			

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Elementary MATH Program Data Analysis

AYP	Spring 2010 Achievement	Spring 2011 GOAL	Will goal be met?
• MATH AYP % Participation	99%	95%	Yes
• MATH AYP % Prof/Adv	63.9%	68.5%	No

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

Spring 2010 STAR MATH Subgroup Gap Analysis

Subgroup	Spring 10 % Pro/Adv	Spring 2011 Goal	GAP
Hispanic	52.5%	68.5%	16.0
Socioeconomically Disadvantaged	55.8%	68.5%	12.7
English Learners	43.4%	68.5%	25.1
Students with Disabilities	46.3%	68.5%	22.2

1. Which subgroup achievement would currently meet Spring 2011 Math AYP? None of the subgroups would make 2011 AYP.
2. Which subgroup achievement would NOT currently meet Spring 2011 Math AYP? There is a gap for ALL subgroups

STAR MATH Socio-economically Disadvantaged Subgroup Gap Analysis Over Time

STAR Testing	Socio % Pro/Adv	School-wide % Pro/Adv	GAP
Spring 2004	36.4	50.9	14.5
Spring 2005	39.2	55.5	16.3
Spring 2006	37.9	51	13.1
Spring 2007	48.9	57.2	8.3
Spring 2008	42.5	54.7	12.1
Spring 2009	56.9	64.1	7.2
Spring 2010	55.8	63.9	8.1

3. Is the Socio-Economically Disadvantaged subgroup/School-wide gap closing over time? Yes

STAR MATH Students with Disabilities Subgroup Gap Analysis Over Time

STAR Testing	Stud with Dis % Pro/Adv	School-wide % Pro/Adv	GAP
Spring 2004	21.3	50.9	29.6
Spring 2005	35.9	55.5	19.6
Spring 2006	29.3	51	21.7
Spring 2007	32.7	57.2	24.5
Spring 2008	28.3	54.7	26.4
Spring 2009	43.2	64.1	20.9
Spring 2010	46.3	63.9	17.6

4. Is the SWD subgroup/School-wide gap closing over time? Yes

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Spring 2010 MATH Gap Analysis – By Grade

Subgroup/Area	% Pro/Adv	Spring 2011 Goal	GAP
2nd Grade	59%	68.5%	9.5
3rd Grade	73%	68.5%	+4.5
4th Grade	66%	68.5%	2.5
5th Grade	70%	68.5%	+1.5
6th Grade	53%	68.5%	15.5

5. Which grade level's current achievement would meet the Spring 2011 Math AYP goal? Second and Fifth grades
6. Which grade level's current achievement would NOT meet the Spring 2011 Math AYP goal? Third, Fourth, and Sixth grades.

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

Grade	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	58.0	46.0	68.0	59.0
3rd Grade	59.0	68.0	60.0	73.0
4th Grade	74.0	72.0	82.0	66.0
5th Grade	46.0	46.0	61.0	70.0
6th Grade	44.0	34.0	44.0	53.0

7. Which grade levels are increasing % Proficient/Advanced over time? They are all increasing, although not steadily over time.
8. Which grade levels are NOT increasing % Proficient/Advanced over time? Second and Fourth grades dipped in 2010.

% of Students by Proficiency Level Over time

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2008	4	16	27	30	23
2009	3	13	21	32	31
2010	3	11	22	33	31

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? No, but Prof./Adv. are increasing over time

Name of Intervention: ASES Gr. 2 & 3 Math Intervention

Number of 13 Students enrolled in intervention (No comparison data from 2nd graders)

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	0	1	2	1	0
2010	1	1	1	1	0

Comments: Other factors impacted these students' scores (i.e. poor ASPIRE attendance, behavior).

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Name of Intervention: ASES Gr. 4-6 Math

Number of 17 Students enrolled in intervention (Matched STAR scores from 14 students)

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	1	7	5	1 (CMA)	0
2010	1	6	4	3 (1CMA, 2 CST)	

Comments: 6 of 14 students made at least one level's growth from 2009 to 2010.

Math Program Evaluation Questions

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

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

A. Alignment of instruction with content standards

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

The curriculum is aligned with content standards. Grade level collaboration time will focus on pacing instruction, remediation, and sharing best practices to improve student achievement in Math. Site staff development to include articulation meetings across grade levels to address areas of need.

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 used include: Direct instruction with checking for understanding and remediation opportunities. Continued collaboration within grade levels support these strategies along with Joplinizing and grouping for remediation within each grade. Staff inservices on Accelerated Math program to be offered as requested by teachers. Continued iPASS Math intervention and additional licenses will be purchased as needed. More practice on word problems with classroom sharing and reflection needs to take place. Math coach to support instruction. Peer and Cross-Age tutoring opportunities will also be explore to improve student achievement.

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?

ASPIRE After School Program is available to students whose STAR scores qualify them for the program. Data collected shows that the effectiveness of the intervention is very dependent on the buy-in of the student and parents. Efforts will be made to increase parents' understanding of the After School Program's requirements for attendance and participation.

Continued support of iPass and other research-based intervention programs is vital for the success of ASPIRE. Extended opportunities in the form of tutorials may be offered for students to obtain clarification on concepts/standards on an as-needed basis.

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?

Eligible Special Education students with IEPs receive Resource assistance during the school day, either in the classroom or on a pull out basis. Morning recess tutorials, staffed by Title I and bilingual instructional aides, are made available to students. Resource students show progress toward their IEP goals as measured by Academic testing. These programs need to be continually monitored for improvement.

Established programs have made these services effective. Math intervention materials will be implemented as necessary to support students' learning. Consumable materials are purchased on a yearly basis to support the programs. When opportunities arise for training to support Resource programs, staff members are sent to those trainings.

Increased educational opportunities that should be offered to these students include cross-age tutors, targeted remedial instruction for specific math standards, and tutor buddies to provide math practice for younger struggling students.

Materials to be ordered as necessary. Training to be given when available.

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?

Sixth grade students have the greatest gap between Spring 2009 achievement and the Spring 2010 AYP goal.

Sixth grade teachers will focus on instructional strategies to increase achievement in math. Teachers at all grade levels are offered the opportunity to meet collaboratively once a month on minimum days. Some grade levels are choosing to meet more often. During collaborative time, teachers look at student progress toward standards and share best practices.

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?

All parents are informed of student progress each trimester, and more often if needed. Parent-Teacher Conferences are held at the end of the first trimester for all students, and on an as-necessary basis throughout the year. Teachers inform parents of grade level standards, their child's STAR scores, report card grades, GPA (intermediate grades), and ways to support their children at Back to School Night at the beginning of the school year.

Magnolia's SSC/ELAC has five parent representatives, including parents of English Learners. Parent Club officers and meeting attendees are representative of all Magnolia students.

Events are being publicized in the school newsletter, on school, classroom and MEPTC websites, with flyers, and bulletin boards in the main hallway of the school. MEPTC has purchased a large banner that is placed on the fence in front of the school every time there is a Parent Club event, and will utilize the Connect Ed system

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to remind all Magnolia parents of upcoming meetings.

Parent and community members work in the classroom, participate as chaperones on field trips, and speak at assemblies. Members of the community are very active in enrichment activities during After School Program, helping in the garden and providing recreational or arts-based instruction to students. A Magnolia parent is a member of the district Parental Involvement Committee.

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?

Support is needed by EL parents with English as a Second Language classes. Parents would benefit from support on how to help students with homework. OJUSD offers ESL classes (CBET) during the school year. Individual teachers offer assistance to parents with homework help hints. Flyers announcing classes and 211 cards are sent home with students to encourage parents to take advantage of available opportunities. In cooperation with Health Net, Magnolia is hosting English and Spanish sessions of Fit Families for Life classes in the evening to promote nutrition, fitness, and family involvement.

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Elementary/Junior High Goal for Math

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 # <u>2</u> (Based on conclusions from Analysis of Program Components and Student Data pages) By Spring 2011, moving toward the Math expectation of 68.5% Prof/Adv, students scoring Pro/Adv. on the CST in Math will increase from 63.9% Schoolwide demonstrated in Spring 2010 to at least 68.5%, and student proficiency in each identified subgroup/grade level will increase by at least 10% or achieve proficiency through Safe Harbor (SH).					
Student Subgroups to be monitored in support of goal:		Anticipated annual CST growth needed to meet AYP:			
Schoolwide		<ul style="list-style-type: none"> • Schoolwide : moving from 63.9% to at least 68.5% 			
Hispanic		<ul style="list-style-type: none"> • Hispanic: moving from 52.5% to at least 62.5% 			
Socio-Economically Disadvantaged		<ul style="list-style-type: none"> • Socioeconomically Disadvantaged: moving from 55.8% to at least 65.8% 			
English Learners		<ul style="list-style-type: none"> • English Learners: moving from 43.4% to at least 53.4% 			
Students with Disabilities		<ul style="list-style-type: none"> • Students with Disabilities: moving from 46.3% to at least 56.3% 			
2 nd Grade		<ul style="list-style-type: none"> • 2nd Grade: moving to at least 69% 			
3 rd Grade		<ul style="list-style-type: none"> • 3rd Grade: maintaining at least 73% 			
4 th Grade		<ul style="list-style-type: none"> • 4th Grade: moving to at least 69% 			
5 th Grade		<ul style="list-style-type: none"> • 5th Grade: maintaining at least 70% 			
6 th Grade		<ul style="list-style-type: none"> • 6th Grade: moving to at least 63% 			
Benchmark Testing Identified Subgroups		Benchmark Testing Results for Identified Subgroups/Grade Levels			
Subgroup/Gr. Level	Goal	Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3
Hispanic	87 (74 SH) students scoring proficient/advanced	Hispanic			
Socio-Econ	152 (132 SH) students scoring proficient/advanced	Socio-Econ			
English Learners	45 ((37 SH) students scoring proficient/advanced	English Learners			
Students with Dis	42 (35 SH) students scoring proficient/advanced	Students with Dis			
2 nd Grade	52 (44 SH) students scoring proficient/advanced	2 nd Grade			

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3 rd Grade	62 (61 SH) students scoring proficient/advanced	3 rd Grade			
4 th Grade	56 (53 SH) students scoring proficient/advanced	4 th Grade			
5 th Grade	50 (50 SH) students scoring proficient/advanced	5 th Grade			
6 th Grade	57 (48 SH) students scoring proficient/advanced	6 th Grade			
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:					

Current Actions that support this Goal
<p><u>Curriculum and Data</u></p> <ul style="list-style-type: none"> Grade level chairs to be given agendas for monthly data team process. Grade level pacing calendars monitored to ensure teaching of all standards prior to standardized testing. Grade levels will identify and use common formative and summative assessment results to guide data team discussions during monthly grade level meetings. Benchmark exam results to be submitted to principal utilizing the form identifying subgroup populations. Grade level collaboration following receipt of each trimester's benchmark results will identify students needing standard specific remediation, discuss and develop remediation to be offered, and share successful strategies, and materials available for remediation and re-testing (such as EduSoft) Student Monitoring Binders and ELD Checklists kept by teachers and reviewed by principal and Academic Coach each trimester. <p><u>After School Program</u></p> <ul style="list-style-type: none"> Utilize pre and post tests to evaluate After School Program effectiveness. Daily After School intervention will be offered with an emphasis on moving students to Proficient. Provide training to support interventions during After School time. <p><u>Staff Development</u></p> <ul style="list-style-type: none"> Monthly staff meetings will support strategies for student engagement, teacher demonstrations, professional reading, video excerpts. Staff development that is after school program specific Academic Coach to support Math instruction

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Materials and Supplies

- Certificates and awards to recognize good attendance, character traits, and participation in special events or activities such as Spelling Bee, Science Olympiad, and Student Council.

Supplemental Activities

- Continued character education opportunities to support Math standards.
- Student participation in district, county, and other programs that support Math content standard achievement.
- Support of Magnolia Morning News program to increase achievement of Math standards.
- Continued counseling/social skills programs to support students' academic success.

Personnel

- After School Program Manager
- Certificated staff
- Classified Staff
- Support of district GATE program.
- Support of district Music program.
- Support of district Science program.
- Computer Lab Instructional Aide supports grade level Math Content Standards instruction and remediation
- Computer support needed to fully implement iPass for grades 4-6.

Parent Involvement

- Analysis of CST scores will be presented to School Site Council / ELAC. These advisory committees will be updated on a regular basis regarding improvement progress.
- Training and utilization of parent volunteers as classroom and recess Math tutors.
- Parents will be invited to Student Award assemblies and other assemblies that recognize student achievement.
- Site liaisons will attend DELAC.
- Site liaisons will attend District Parent Involvement Committee Meetings.
- Participation in district-offered CBET classes
- Parent Family Classes supporting at-risk students
- Collaboration with Familias Unidas and Family Support Network to make parents aware of community resources

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- Participation in district-offered “Celebrating English Learners” session for parents.
- Investigation of Family Literacy classes for English Learners and their families.
- Site family evening to educate parents of English Learners about the Reclassification process.

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GOAL 2: Site Budget Spending

Ongoing or Additional Actions to be Taken to Reach This Goal ³ NOT reflected in Goal #1 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁴ Completion Date	Proposed Expenditures	Title I	SIP	EIA	ASES
<u>Curriculum and Data</u>						
<ul style="list-style-type: none"> Grade Level Chairperson releases time to design standards-based Benchmark follow-up exams. 	Nov. & Apr.	Substitute Costs	\$800			
<u>After School Program</u>						
<ul style="list-style-type: none"> Field trips/snacks to support After School Program (ASPIRE) 	Aug - May	Field trips/Snacks				\$1,000
<u>Staff Development</u>						
<ul style="list-style-type: none"> Professional workshops/conferences for staff to support student achievement in Math 	Aug - May	Workshops/Conferences	\$1,000			
<ul style="list-style-type: none"> Substitutes to release teachers to attend professional conferences 	Aug-May	Substitute Costs	\$1,000			
<ul style="list-style-type: none"> Substitutes to support across grade level collaboration. 	Aug-May	Substitute Costs	\$1,000			
<u>Materials and Supplies</u>						
<ul style="list-style-type: none"> Supplementary materials to be purchased to support student engagement and achievement. 	Aug-May	Materials & supplies	\$1,000			
<ul style="list-style-type: none"> Test-taking materials purchased to support student achievement. 	Jan. 2011	Math Test Prep Books	\$450			

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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Elementary English Learner Program Data Analysis

AYP	Spring 11 GOAL	Spring 10 ACHIEVEMENT	MET GOAL?
• EL: ELA % Participation	95%	99%	Yes
• EL: ELA % Prof/Adv	67.6%	33.3%	No
• EL: MATH % Participation	95%	100%	Yes
• EL: MATH % Prof/Adv	68.5%	43.4%	No

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

EL English Language Arts Gap Analysis Over Time

STAR Testing	EL % Pro/Adv	All Students % Pro/Adv	GAP
Spring 2004	15.7	45.2	29.5
Spring 2005	25.3	51.6	26.3
Spring 2006	27.4	50.7	23.3
Spring 2007	23.1	54.1	31.0
Spring 2008	19.7	45.8	26.1
Spring 2009	28	56.1	28.1
Spring 2010	33.3	55.4	22.1

1. In 2010, the gap lessened. More EL students were Pro/Adv in ELA .

EL MATH Gap Analysis Over Time

STAR Testing	EL % Pro/Adv	All Students % Pro/Adv	GAP
Spring 2004	25.9	50.9	25.0
Spring 2005	36.8	55.5	15.7
Spring 2006	29.0	51.0	22.0
Spring 2007	43.1	57.2	14.1
Spring 2008	31.1	54.7	23.6
Spring 2009	42	64.1	22.1
Spring 2010	43.4	63.9	20.5

2. The gap has lessened since 2008, with more EL students Pro/Adv in Math.

Spring 2010 EL English Language Arts Gap Analysis – By Grade

Subgroup/Area	EL % Pro/Adv	All Students % Pro/Adv	GAP
EL Overall	33.3	56.1	22.8
2nd Grade	36	56.1	20.1
3rd Grade	21	56.1	35.1
4th Grade	30	56.1	26.1
5th Grade	27	56.1	29.1
6th Grade	25	56.1	31.1

3. All grade levels have gaps between EL and School-wide Pro/Adv.

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Spring 2010 EL Mathematics Gap Analysis – By Grade

Subgroup/Area	EL % Pro/Adv	All Students % Pro/Adv	GAP
EL Overall	33.3	56.1	22.8
2nd Grade	25	56.1	31.1
3rd Grade	73	56.1	+16.9
4th Grade	39	56.1	17.1
5th Grade	20	56.1	36.1
6th Grade	10	56.1	46.1

4. All grade levels except Third grade have gaps between EL and School-wide Pro/Adv.

RFEP Spring 2010 CST in ELA

# of RFEP	# Proficient/Advanced in ELA	% Proficient/Advanced in ELA
5	5	100%

RFEP Spring 2010 CST in MATH

# of RFEP	# Proficient/Advanced in MATH	% Proficient/Advanced in MATH
5	5	100%

RFEP/School wide Spring 2010 CST Gap Analysis

STAR TEST	RFEP % Prof/Adv	School wide % Prof/Adv	GAP
ELA CST	100%	55.4%	+44.6%
MATH CST	100%	63.9%	+36.1%

5. RFEP students showed 100% proficiency on Spring 2010 STAR testing.

% of EL Scoring Proficient/Advanced on the CST Over Time

ELA	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	23	17	36	20
3rd Grade	16	23	21	33
4th Grade	14	27	30	38
5th Grade	0	17	27	20
6th Grade	26	9	25	10

6. 2nd, 5th, & 6th grades showed a decreased in percent proficiency in ELA between 2009 and 2010. 3rd & 4th grades increased proficiency.

MATH	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	36	28	57	25
3rd Grade	38	46	29	73
4th Grade	53	36	80	39
5th Grade	40	25	27	20
6th Grade	26	18	13	10

7. Only 3rd grade showed increased proficiency in Math between 2009 and 2010 STAR testing.

Key Findings: Although Magnolia's EL subgroup is not numerically significant, scores in both ELA and Math are significantly below the 2011 STAR targets (except in 3rd grade Math).

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% of ELs by Proficiency Level Over time-ELA

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	21	11	40	23	5
2010	16	21	38	21	4

Are the percentages of FBB ELs decreasing over time? Yes

Are the percentages of BB ELs decreasing over time? No

Are the percentages of B ELs decreasing over time? No

% of ELs by Proficiency Level Over time-Math

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	7	21	30	23	19
2010	7	22	35	25	10

Are the percentages of FBB ELs decreasing over time? No

Are the percentages of BB ELs decreasing over time? No

Are the percentages of B ELs decreasing over time? Yes

Name of Intervention: ASES ELD Gr. 2-6

Number of EL Students enrolled in intervention: 10 (Only 3 students have matched STAR Data)

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	1	2	0	0	0
2010	2	1	0	0	0

Comments: There is not enough data to determine effectiveness of this Intervention.

EL Program Evaluation Questions

A. Alignment of instruction with content standards

- 1) Is there a gap between what ELs are being taught and the Content Standards?
- 2) Where is the gap – grade levels/departments?
- 3) What steps will be taken to alleviate this gap?

All English Learners are instructed according to grade level Content Standards. There are gaps in both ELA and Math. RFEP students' scores were better than School wide scores in both ELA and Math.

The largest gap in ELA is at 3rd grade, closely followed by 6th grade. The largest Math gap occurs at 6th grade.

Some steps that are taken to alleviate the gaps include daily Universal Access with ELD instruction, assistance from a Bilingual Instructional Aide, LEXIA, and ELD benchmark check-off sheets.

B. Improvement of instructional strategies and materials

- 1) What evidence exists that appropriate instructional strategies are providing ELs access to the core curriculum?
- 2) What steps can be taken to gather this evidence?
- 3) What steps can be taken to support SDAIE/ELD instruction?

Universal Access EL instruction is provided by CLAD certificated teachers. Textbooks for math and science are provided in Spanish. Teachers collaborate to determine interventions for students who are struggling.

Benchmark scores, student samples, EL checklist binders, and CELDT scores are evidence that we are providing our EL students access to the curriculum.

SDAIE/ELD instruction can continue to be supported and/or improved through Universal Access, Title One assistance, and recess tutorials

C. Extended Learning Time

- 1) Which English Learners would most benefit from extended learning time in order to close the gap?
- 2) Does your site currently have materials, staff, and dedicated time to support this extended learning time intervention?

English Learners scoring below the Proficient level are invited to attend the ASPIRE after school program where they receive services during Learning Center time to work on ELD and grade level Content Standards.

There are currently classified and certificated employees providing those services, using standards-based materials. A bilingual member of the ASPIRE staff is available as needed for translation.

D. Increased Educational Opportunity During the School Day

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

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Special services that English Learners receive during the school day include Universal Access, support from the Bilingual Instructional Aide, Title I, Read 180, and Resource Services.

In cooperation with Health Net, Magnolia is hosting English and Spanish sessions of Fit Families for Life classes in the evening to promote nutrition, fitness, and family involvement.

These services should be continued and monitored for effectiveness.

Additional materials and training for these services will be provided as necessary.

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E. Staff Development and Professional Collaboration

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

3rd and 6th grades are showing the least progress for ELA, and 5th and 6th grades for Math.

Bi-weekly collaboration within grade levels is in effect in order to identify struggling students and share best practice for working with English Learners.

F. Involvement of staff, parents, and community

- 1) How are parents of ELs notified of student progress, opportunities for involvement, and specific ways to support their child?
- 2) Are the EL 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 EL parents know how to interpret STAR Test results, CELDT Test Results, District Benchmark Testing, Report Cards, GPA?
- 5) How might community resources help support student achievement at your site?

Parents of ELs are notified of student progress, opportunities for involvement, and specific ways to support their child through report cards and progress reports, access to an interpreter on site and through the District Office, quarterly ELAC meetings, and periodic meetings of Familias Unidas.

There are EL parents involved in both SSC/ELAC and PTC; however it would be beneficial to have more involvement. An effective way to involve EL parents is through personal contact or phone calls.

Spanish translations of meeting notices or other school events are available to parents to encourage participation. Parent teacher conferences include the assistance of a Bilingual Aide to interpret scores and grades. Information is presented and clarification given concerning any questions EL parents may have about the progress of their child at ELAC meetings.

The District provides meetings for parents of English Learners where they are given information about test results and ways they can support their child's academic success. The site administrator supports and attends as many of those meetings as possible.

Community resources such as Familias Unidas help support families and students in many areas, including academic achievement. They have been contacted to make telephone calls to parent of English Learners to invite them to important meetings.

G. Auxiliary services for students and parents:

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

When the bilingual aide is off campus, at lunch, etc. bilingual parents sometimes have to wait for assistance until

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someone is available to help. The District has additional bilingual support that the site can call on, when needed.

The bilingual community aide, hired by the Oakdale Joint Unified School District, is a resource that many parents are not aware of. Familias Unidas is a resource that more bilingual families are utilizing, but could be promoted more throughout the community. The district provides English language classes (CBET) that more parents could attend.

Magnolia's bilingual aide helps give parents information about other services that are available through the SST/IEP process or at parent-teacher conferences. Printed information and Connect Ed messages go out in Spanish to further inform parents of services. A Spanish translation of the site's monthly newsletter goes home with students and is posted on the school website.

Current Actions that support this Goal

Curriculum and Data

- Grade level chairs to be given agendas for monthly data team process.
- Grade level pacing calendars monitored to ensure teaching of all standards prior to standardized testing.
- Grade levels will identify and use common formative and summative assessment results to guide data team discussions during monthly grade level meetings.
- Benchmark exam results to be submitted to principal utilizing the form identifying subgroup populations.
- Grade level collaboration following receipt of each trimester's benchmark results will identify students needing standard specific remediation, discuss and develop remediation to be offered, and share successful strategies, and materials available for remediation and re-testing (such as EduSoft)
- Student Monitoring Binders and ELD Checklists kept by teachers and reviewed by principal and Academic Coach each trimester.

After School Program

- Utilize pre and post tests to evaluate After School Program effectiveness.
- Daily After School intervention will be offered with an emphasis on moving students to Proficient.
- Provide training to support interventions during After School time.

Staff Development

- Monthly staff meetings will support strategies for student engagement: teacher demonstrations, professional reading, video excerpts. Read 180 teachers to train staff in Read 180 writing process. Visualization and Verbalization training to be offered to grade levels by trained staff.
- Staff development that is after school program specific
- Arts and Music training/materials to support ELA instruction.
- Academic Coach to support ELA and Math instruction

Materials and Supplies

- Ongoing support of Read 180 program

Supplemental Activities

- Continued character education opportunities to support ELA, Math, and ELD standards.
- Student participation in district, county, and other programs that support ELA and Math content standard achievement.
- Support of Magnolia Morning News program to increase achievement of ELA and ELD standards.

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- Continued counseling/social skills programs (i.e. Student Assistance Program) to support students' academic success.

Personnel

- After School Program Manager
- Certificated staff
- Classified Staff
- Title I Aide works with Title I Reading teachers to support identified at-risk students in Grade 2
- Title I Teacher works in collaboration with classroom teachers to support identified at-risk students in Grade 3.
- Support of district GATE program.
- Support of district Music program.
- Support of district Science program.
- Computer Lab Instructional Aide supports grade level ELA and Math Content Standards instruction and remediation
- Computer support needed to fully implement Read 180 and iPass interventions for grades 4-6.
- Support of ELA and ELD standards instruction by Bilingual Instructional Aide.

Parent Involvement

- Analysis of CST scores will be presented to School Site Council / ELAC. These advisory committees will be updated on a regular basis regarding improvement progress.
- Training and utilization of parent volunteers as classroom and recess ELA and Math tutors.
- Parents will be invited to Student Award assemblies and other assemblies that recognize student achievement.
- Parent-Community collaboration to provide annual enrichment opportunities supporting ELA standards such as Magnolia Drama Club
- Site liaisons will attend DELAC.
- Site liaisons will attend District Parent Involvement Committee Meetings.
- Participation in district-offered CBET classes
- Parent Family Classes supporting at-risk students
- Collaboration with Familias Unidas and Family Support Network to make parents aware of community resources
- Participation in district-offered "Celebrating English Learners" session for parents.
- Investigation of Family Literacy classes for English Learners and their families.
- Site family evening to educate parents of English Learners about the Reclassification process and ways to help their students be more successful academically.

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GOAL 3: Site Budget Spending

Ongoing or Additional Actions to be Taken to Reach This Goal ⁵ NOT reflected in Goal #1 & Goal # 2 Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁶ Completion Date	Proposed Expenditures	Title I	SIP	EIA	ASES
<u>Materials and Supplies</u>						
<ul style="list-style-type: none"> Supplementary materials to be purchased to support student engagement and achievement 	Aug-May	Materials & Supplies	\$5,178			
<ul style="list-style-type: none"> Purchase of books/materials to support English Learner achievement. 	Oct. 2010	CELDT Practice Workbooks			\$370	
<u>Parent Involvement</u>						
<ul style="list-style-type: none"> Translators and childcare provided to encourage parent involvement. 	Oct - May	Extra Time/Classified			\$461	

⁵ See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

⁶ List the date an action will be taken or will begin, and the date it will be completed.

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Funding Source	Title I/ARRA	SIP	EIA	ASES	Overall Total
Amount	\$79,313	\$4,500	\$4,581	\$9,404	\$97,798
Goal 1 Expenditures					
Sub Costs	\$4,400				\$4,400
Conferences	\$500			\$200	\$700
Materials/Supplies	\$24,900			\$7,204	\$32,104
Materials/Books	\$1,450				\$1,450
Copy Expenses	\$8,885				\$8,885
Technology/Software	\$25,000	\$4,500			\$29,500
Field Trips/Snacks				\$1,000	\$1,000
Goal 2 Expenditures					
Sub Costs	\$2,800				\$2,800
Conferences	\$1,000				\$1,000
Materials/Books	\$450				\$450
Materials/Licenses	\$3,750		\$3,750		\$7,500
Field Trips/Snacks				\$1,000	\$1,000
Materials/Supplies	\$1,000				\$1,000
Goal 3 Expenditures					
Materials/Books			\$370		\$370
Extra Time/Class.			\$461		\$461
Materials/Supplies	\$5,178				\$5,178
TOTAL	\$0	\$0	\$0	\$0	\$0

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2009/10 FUNDING GENERAL FUND ONLY

	Program	Amount	Cloverland		Fair Oaks		Magnolia		Sierra View		Oakdale Jr High		East Stan HS		Oakdale High School		
			Discretionary	Salaries	Discretionary	Salaries	Discretionary	Salaries	Discretionary	Salaries	Discretionary	Salaries	Discretionary	Salaries	Discretionary	Salaries	
U n r e s t r i c t e d	0000-General Ed Discretionary	655,965	11,281		17,820		13,697		15,958		28,721		5,923		95,420		
	0000-Operations & Grounds Discr	215,623															
	0600-9th Grade CSR	121,258		8,264		11,018		8,264		11,808						81,904	
	0605-Deferred Maintenance	135,131															
	0608-Community Based Engl Tutoring	15,272															
	0609-ROP	152,604														152,604	
	0610-Adult Ed	147,860														25,809	
	0611-School Safety	72,188														69,568	
	0612-Arts & Music	77,105															
	0613-CAHSEE Intensive Instr	41,426														15,604	
	0613-Hourly Programs	96,921							14,501							82,420	
	0614-Suppl School Counselors	148,274										94,695				117,261	
	0616-GATE	35,519															
	0617-Instr Materials Funding RP	286,543															
	0621-PAR/Mentor Teacher	20,713															
	0631-Pupil Retention BG	60,458												74,598		18,284	
	0634-Professional Dev BG	29,016															
0635-Targeted Instr Impv BG	162,306																
0636-School & Lib Impv BG	347,975		5,000		5,000		5,000		5,000		70,000		10,000		165,000		
1100-Lottery	568,305																
1300-K-3 CSR	1,495,116		1,198,804		1,573,930		1,181,375		1,678,893								
F e d e r a l	3010-Title I	483,773	36,171	52,214	80,106	22,130	23,638	71,672	18,603	81,984							
	3011-Title I ARRA	128,360	23,482		27,162		25,322		26,723								
	3200-SFSF ARRA	2,124,626		75,171		33,264		133,573		79,888		107,082				342,652	
	3310-IDEA	862,824		95,717		72,636		117,928		24,708		82,870				193,577	
	3313-IDEA ARRA Basic	492,767		11,264													
	3319-IDEA Preschool	12,586															
	3324-IDEA Preschool	14,259															
	3550-Perkins	27,910														27,910	
	3710-Title VI Safe & Drug Free	13,073															
	4035-Title II Impv Teacher Qlty	188,078															
	4045-Title II EETT	4,885															
	4201-Title III Immigrant Ed	12,160															
4203-LEP	57,513																
S t a t e	6286-ELAP	19,040															
	6300-Inst Mat Lottery	59,685															
	6500-Special Ed	3,724,062		245,091		258,448		257,498		165,796		349,591				718,372	
	6660-TUPE	7,049															
	7010-Agricultural Voc Ed	8,743														8,743	
	7090-Economic Impact Aid	365,636		58,909	31,117	51,203	41,497	43,252	36,969	83,009	45,344	9,224	49,605	6,239	14,135	42,020	
	7230-Home To School Transp	230,328															
8150-Restricted Maintenance	601,950																
Local	9020-ASES	439,618	76,495	36,827	79,655	34,234	79,370	35,074			97,963						
	9119-BTSA	15,400															
	9210-ROP Lottery	7,327														7,327	
Totals:			14,787,228	211,338	1,754,469	260,946	2,047,157	190,279	1,842,353	163,794	2,088,419	205,908	683,843	22,162	74,598	416,559	1,762,051

Oakdale Joint Unified School District

Single Plan for Student Achievement

2009/10 FUNDING GENERAL FUND ONLY

	Program	Amount	Valley Oak		District		Total	Avail	
			Discretionary	Salaries	Discretionary	Salaries			
U n r e s t r i c t e d	0000-General Ed Discretionary	655,965	4,087		463,058		655,965	0	
	0000-Operations & Grounds Discr	215,623			215,623		215,623	0	
	0600-9th Grade CSR	121,256					121,256	0	contrib to K-3 CSR
	0605-Deferred Maintenance	135,131			376,180		376,180	(241,049)	Maint budget (shortfall covered with contrib & c/o)
	0608-Community Based Engl Tutoring	15,272				15,272	15,272	0	
	0609-ROP	152,604					152,604	0	
	0610-Adult Ed	147,860				67,051	92,860	55,000	ROP, M.Riley & R. Sierra
	0611-School Safety	72,188					69,568	2,620	campus monitors
	0612-Arts & Music	77,105			60,343	13,354	73,697	3,408	bal is charter (23,750 is DO music)
	0613-CAHSEE Intensive Instr	41,426			22,896		38,500	2,926	bal is charter
	0613-Hourly Programs	96,921					96,921	0	
	0614-Suppl School Counselors	148,274					211,956	(63,682)	shortfall covered by carry-over
	0616-GATE	35,519			7,280	71,234	78,514	(42,995)	shortfall is encroachment
	0617-Instr Materials Funding RP	286,543			286,543		286,543	0	textbooks
	0621-PAR/Mentor Teacher	20,713			20,713		20,713	0	BTSA stipends
	0631-Pupil Retention BG	60,458					92,882	(32,424)	shortfall is encroachment
0634-Professional Dev BG	29,016			29,016		29,016	0		
0635-Targeted Instr Impv BG	162,306			162,306		162,306	0	Transportation	
0636-School & Lib Impv BG	347,975			51,273	31,702	347,975	0	\$25k in DO discr is Science	
1100-Lottery	568,305				555,580	555,580	12,725	contrib to all general funded salaries	
1300-K-3 CSR	1,495,116					5,633,002	(4,137,886)	shortfall is encroachment	
F e d e r a l	3010-Title I	483,773			43,332	53,923	483,773	0	
	3011-Title I ARRA	128,360			13,395	12,276	128,360	0	DO discr incl indirect costs
	3200-SFSF ARRA	2,124,626				375,259	1,146,889	977,737	
	3310-IDEA	862,824				275,388	862,824	0	
	3313-IDEA ARRA Basic	492,767			259,075	222,428	492,767	0	DO discr is Spec Ed Transp
	3319-IDEA Preschool	12,586			12,586		12,586	0	DO discr is SELPA program costs
	3324-IDEA Preschool	14,259			14,259		14,259	0	DO discr is SELPA program costs
	3550-Perkins	27,910					27,910	0	
	3710-Title VI Safe & Drug Free	13,073			13,073		13,073	0	
	4035-Title II Imprv Teacher Qlty	188,078			165,852	22,226	188,078	0	incl BTSA support
	4045-Title II EETT	4,885			4,885		4,885	0	
4201-Title III Immigrant Ed	12,160				12,160	12,160	0	based on carry-over	
4203-LEP	57,513			57,513		57,513	0		
S t a t e	6286-ELAP	19,040			19,040		19,040	0	
	6300-Inst Mat Lottery	59,685			59,685		59,685	0	
	6500-Special Ed	3,724,062	27,430		2,980,273	1,104,952	6,107,451	(2,383,389)	DO discr incl indirect & SELPA, bal encroachment
	6680-TUPE	7,049			7,049		7,049	0	
	7010-Agricultural Voc Ed	8,743					8,743	0	
	7090-Economic Impact Aid	365,636			25,314	27,767	565,604	(199,968)	shortfall covered by c/o (DO incl indirect costs)
	7230-Home To School Transp	230,328			350,537	716,972	1,067,509	(837,181)	shortfall is encroachment
8150-Restricted Maintenance	601,950				601,950	601,950	0	Maint salaries & utilities	
Local	9020-ASES	439,618					439,618	0	
	9119-BTSA	15,400			15,400		15,400	0	
	9210-ROP Lottery	7,327					7,327	0	
Totals:		14,787,228	4,087	27,430	5,574,193	4,341,800	21,671,386	(6,884,158)	

Oakdale Joint Unified School District
Single Plan for Student Achievement

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Julie Minabe	X				
Heather Bolter		X			
Rachelle Savage		X			
Marlo Smith		X			
Gloria Coleman			X		
Maria Chavez				X	
Nikki Collier				X	
Brent Lowe				X	
Lorena Ortiz				X	
Elizabeth Walden				X	

Oakdale Joint Unified School District
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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:

Julie Minabe
Type name of School Principal

Signature of School Principal

Date

Marlo Smith
Type name of SSC Chairperson

Signature of SSC Chairperson

Date

Oakdale Joint Unified School District
Single Plan for Student Achievement

School Parental Involvement Policy

Magnolia 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 distribute to parents of participating children, a School Parental Involvement Policy, annually.
- 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 I **DESCRIPTION OF HOW THE SCHOOL WILL
IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT
POLICY**

1. Magnolia Elementary School 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 manner 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. Magnolia Elementary School 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 November Parent Teacher Conferences.
 - The School Parental Involvement Policy and the School Compact will be posted on the school's website.
3. Magnolia Elementary School 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 reflect review/revision of the School's Parental Involvement Policy and the School Compact.
4. Magnolia Elementary School 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 –

Oakdale Joint Unified School District

Single Plan for Student Achievement

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

- Title I funding and expenditures
5. Magnolia Elementary School will hold a flexible number of meetings at varying times related to parental involvement:
 - Parent Teacher Committee Meetings will be held at least quarterly.
 - School Site Council Meetings/ELAC will be held quarterly.
 6. Magnolia Elementary School will provide timely information to parents about the School-wide Title I program:
 - Monthly Parent Newsletters providing dates and times for events and meetings will be distributed to each parent.
 7. Magnolia Elementary School 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 Newsletters 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.
 - Teachers will explain curriculum and assessments at Back to School Night.
 8. Magnolia Elementary School 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 Teacher Committee meeting will also provide opportunity for input.
 - Parent concerns will be directed first to the classroom teacher and then the principal.
 9. Magnolia Elementary School 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 II SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Magnolia Elementary School 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
 - ◆ How to work with educators

These topics will be addressed as follows:

- ◆ Monthly Parent Teacher Committee Meetings
- ◆ Annual Title I Presentation
- ◆ Parent Handbook in the Beginning of the Year Packet
- ◆ Information posted on the district/school website

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3. The school, with the assistance of the district, will provide materials and training to help parents improve their children's academic achievement using technology via activities such as literacy training.
 - 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:
 - ◆ PTC sponsored events like family reading, science or math night

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 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 actions to ensure that information related to the school monthly 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 practical, 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.

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

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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.

PART IV ADOPTION

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 Magnolia Elementary School 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 _____. Magnolia Elementary School'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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The Magnolia Elementary School Community pledges to support the following goals:

- e) Create a school environment in which all students feel valued and strive to achieve their personal best in academics, extra curricular activities and are encouraged to give back to their community.
- f) Increase the number of students achieving Proficient or Advanced on the English Language Arts section of the Spring 2011 STAR Test.
- g) Increase the number of students achieving Proficient or Advanced on the Mathematics section of the Spring 2011 STAR Test.

In order to support these goals, staff, students, and parents will work together. The following pledge for staff, students, and parents was reviewed by our school's 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:

- 10. Attend school on time everyday unless ill.
- 11. Come to school ready to learn and work hard.
- 12. Bring necessary materials, completed assignments and homework to class everyday.
- 13. Know and follow school and class rules. Use good judgment about behavior.
- 14. Ask for help when I need it.
- 15. Be an active learner.
- 16. Communicate regularly with my parents and teachers about school experiences so that they can assist me to be successful in school.
- 17. Complete all of my assignments and studying before watching TV or using any electronic devices.
- 18. Show respect for the school, classmates, staff and families.

Staff Pledge:

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

- 19. Provide high-quality standards-based curriculum and instruction.
- 20. Strive to motivate each student to learn.

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21. Have high expectations for each student and help each student to develop a lifelong love of learning.
22. Communicate regularly in a positive manner with families about student progress.
23. Provide a warm, safe, and caring learning environment.
24. Provide meaningful, daily homework assignments to reinforce and extend learning (20 minutes for grades 1-2, 45 minutes for grades 3-4 and 60 minutes for grades 5-6).
25. Participate in professional development opportunities that improve teaching and support the formation of partnerships with families and the community.
26. Actively participate in collaborative decision making, consistently working with families and my colleagues to make our school accessible and welcoming for families which help each student achieve the school's high academic standards.
27. Respect the school, students, staff and families.

Family/Parent Pledge:

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

- h) Make attendance and promptness a priority for students and make sure they are in school unless ill.
- i) Make sure that my child eats breakfast and receives a well balanced diet including a nutritious recess snack.
- j) Provide a quiet time to support homework.
- k) Monitor TV viewing, video games and usage of any electronic devices.
- l) Read to my child and/or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- m) Communicate regularly in a positive manner with my child's teacher.
- n) Ensure that my child attends school every day, gets adequate sleep, receives regular medical attention, and be given his/her medications and receives proper nutrition.
- o) Regularly monitor my child's progress in school.
- p) Participate at school in activities such as school committees, volunteering and/or attending parent-teacher conferences.
- q) Communicate and reinforce the importance of education and learning to my child.
- r) Show respect for the school, staff, students, and families.

Student Signature

Parent/Guardian

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Teacher Signature