

**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



*Oakdale Junior High School*

CDS Code: 50-75564- 6052906  
Contact Person: John Simons  
Phone (209) 847-2294  
e-mail: [jsimons@oakdale.k12.ca.us](mailto:jsimons@oakdale.k12.ca.us)

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

Revised: 11/3/10

**Board of Education Members**

Mike Tozzi, President  
William Dyer, Clerk  
Diane Gilbert, Member  
Michael House, Member  
Rick W. Jones, Member  
Daniel Dunning, Student Member

**Oakdale Junior High Site Plan Revision Team**

Keeli Beland  
Margarett Eilrich  
Anne Whittman  
Alison Lucas  
Denise Bianchi  
Dee Hawksworth  
Danesa Jepson  
Stephanie Robinson  
Robin McDaniel  
Fred Yerzy  
Diane Stanton  
Linda Metcalf  
John Simons  
Cheryl Thompson  
Lori Doerksen  
Micki Dias

**Oakdale Junior High School Site Council**

Denise Bianchi- Secretary  
Esperanza Gutierrez-Jackson- Vice Chair  
Paul Luchessi- Chair  
John Simons  
Diane Stanton  
Matt Gerry  
Parent Rep

## TABLE OF CONTENTS

---

<b>Board of Education Members</b> .....	<b>i</b>
<b>Oakdale Junior High Site Plan Revision Team</b> .....	<b>i</b>
<b>Oakdale Junior High School Site Council</b> .....	<b>i</b>
<b>District Mission Statement</b> .....	<b>1</b>
<b>School Vision and Mission</b> .....	<b>1</b>
<b>School Profile</b> .....	<b>2</b>
<b>School Demographic Data</b> .....	<b>3</b>
<b>Federal Accountability: AYP</b> .....	<b>5</b>
School Adequate Yearly Progress Report .....	6
School Adequate Yearly Progress Chart .....	7
<b>State Accountability: API</b> .....	<b>8</b>
School Academic Performance Index Chart .....	9
School Report 2009-2010 Academic Performance Index (API) School Growth Report .....	10
2009-2010 Preliminary Title III School Accountability Information .....	11
<b>Site Accountability Worksheet</b> .....	<b>12</b>
<b>Junior High ELA Program Data Analysis</b> .....	<b>13</b>
<b>Junior High MATH Program Data Analysis</b> .....	<b>15</b>
<b>School Site Council Membership</b> .....	<b>30</b>
<b>Recommendations and Assurances</b> .....	<b>37</b>
<b>School Parental Involvement Policy</b> .....	<b>38</b>

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

**District Mission Statement**

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

**School Vision and Mission**

Oakdale Junior High School has high academic and behavioral standards for all students. The staff works as a team to enrich, expand, and encourage all students to reach their best potential as a learner and citizen. Students are assigned a heterogeneous team group that stays together for English and Literature, which is a two period block. U.S. and World History teachers work with the Language Arts teachers to coordinate thematic lessons, reading selections and projects. All seventh grade students are required to take a minimum of English, Literature, World History, Pre-Algebra, Exploratory Science, Physical Education, and the Exploratory Wheel consisting of art, foods, health and computers (one quarter each). Eighth grade students are required to take a minimum of English, Literature, U.S. History, Algebra, Exploratory Science, Physical Education, and an elective class.

Oakdale Junior High School staff demonstrates a genuine desire to increase the academic skills of seventh and eighth grade students while developing the whole child: social, emotional, mental, and physical. A master schedule was developed to reflect the school's vision of the student in transition in need of a strong academic program and enrichment opportunities. Students are encouraged to participate in academic competitions such as the County Spelling Bee, poetry writing, and Science Olympiad.

Teachers use a variety of instructional activities to promote learning and have a desire to improve their instructional techniques. Staff meetings are designed for staff in-service, school planning, and shared decision-making. Staff members are encouraged to participate in staff development activities and to be creative in their instructional delivery to meet the needs of all students.

A strong system has been developed that provides student support groups related to high risk behaviors. Individual crisis counseling is an everyday occurrence, which is supported by caring staff, Club Live, and our counseling department. Teachers extend a caring heart to students on an informal basis. The Club Live organization is supported through the staff advisors and provides activities for students to promote "students against drug and alcohol use". Our after school program, OASIS, also contributes positively to make Oakdale Junior High School a safer, nurturing school environment.

An active student government organization plans a variety of activities that promote positive student interaction. Activities include athletics, academic and service clubs, school spirit days, rallies and assemblies, school dances, incentive parties, field trips, and fundraising and community service projects. Students are also key stakeholders in School Site Council and Parent Club meetings and district and school site committees.

Oakdale Junior High School has a clear discipline policy with stated consequences, and has communicated the behavior expectations to the students, parents, and the community through a parent handbook, student handbook, newsletters, and a school wide assembly.

The staff at Oakdale Junior High School is committed to providing for the unique academic, personal, and social needs of the middle level student. It is our belief that students need to be nurtured in a caring environment during this transition period of their lives. It is our commitment to instill confidence and self-esteem by creating a positive learning environment that emphasizes academic integrity and high expectations in conjunction with opportunities for social, emotional, and physical development.

## **School Profile**

Oakdale Junior High School is located in the rolling hills northeast of Modesto, California, on the outskirts of Oakdale. Approximately eighty percent of the 830 seventh and eighth grade students are bussed to and from Oakdale Junior High School. Oakdale is primarily agricultural with a wide variety of fruits, nuts, vegetables, and grains harvested. Dairy farms and ranches add to the rural atmosphere and a great pride exists in the “cowboy” culture of the area.

Surrounded by beautiful oak trees is the home of the Oakdale Junior High School Rams. The classrooms are primarily portable. However, there are four permanent structures on the campus that house the Home Economics, Science, and Administrative Offices, one multi-purpose/cafeteria building, gymnasium, library, and four classrooms. The Multi-Purpose Room serves as a cafeteria, staff lounge and staff workroom. In the fall of 2010 our new buildings with 21 classrooms will be opened for students. This will make all but 8 classrooms permanent structures.

Oakdale Junior High School has a school population of 830 seventh and eighth grade students. The ethnic and racial diversity of Oakdale Junior High School includes students from a variety of ethnic backgrounds. Students come from a variety of socio-economic backgrounds ranging from upper-middle class professionals to parents of AFDC and of low-income status. 32.0% of Oakdale Junior High School students receive free or reduced lunches. However, the majority of students at Oakdale Junior High School are from white, middle and upper class working families.

Oakdale Junior High School offers a total of 55,232 instructional minutes per school year to both seventh and eighth graders. The state requirement is 54,000 instructional minutes. The total number of minimum days is eleven. The total number of instructional minutes for eleven days is 2,156.

Oakdale Junior High School believes that instructional practices used by middle grade teachers should emphasize the following: The developmental characteristics of the young adolescents, active learning strategies, the promotion of interactive learning through new questioning techniques, cooperative learning and individual projects, development of higher order thinking and communication skills and the importance of independent learning. We also believe that this criterion will be applied to all students with special needs, including English Learners, Special Education, 504, and regular education. Oakdale Junior High School has 70 English Learners and 63 Special Education students. Migrant services are provided through the regional Migrant Education Program based out of Merced County Office of Education. Oakdale Junior High School has two migrant aides that assist students in their Language Arts, History, Math and Science classes on a daily basis.

Teachers at Oakdale Junior High School use a variety of instructional practices that include lecture, discovery through research, cooperative learning, simulations, speech, drama, role-playing, hands-on activities, individual projects, question and answer, and independent learning. Multi-media is incorporated into the instructional practice to address the needs of multi-modal learners. Use of multi-media include Smartboards, Senteo's, Power Point, digital cameras, LCD, videos, overhead projectors, slides, listening stations, microscopes, telescopes, scales, levers, math manipulatives, computers, and computer software. Staff in-service related to instructional practices have been an ongoing priority.

## 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 RFEP)	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
<b>TOTAL-Selected Schools</b>	<b>5296</b>	<b>559</b>	<b>70</b>	<b>363</b>	<b>146</b>	<b>528</b>	<b>819</b>	<b>2013</b>

OAKDALE JUNIOR HIGH SCHOOL		Total	Hispanic		Am Indian/Alskn Nat		Asian		Black/African Am		Nat Hwiin/Othr Pac Islndr		White		Multiple	
Grade	Gender	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Total</b>		833	258	30.97%	13	1.56%	20	2.40%	8	0.96%	1	0.12%	531	63.75%	1	0.12%
08	<b>Total</b>	408	127	31.13%	8	1.96%	11	2.70%	3	0.74%	1	0.25%	257	62.99%	1	0.25%
	F	208	66	31.73%	3	1.44%	8	3.85%	2	0.96%	1	0.48%	128	61.54%	0	0.00%
	M	200	61	30.50%	5	2.50%	3	1.50%	1	0.50%	0	0.00%	129	64.50%	1	0.50%
07	<b>Total</b>	425	131	30.82%	5	1.18%	9	2.12%	5	1.18%	0	0.00%	274	64.47%	0	0.00%
	F	214	59	27.57%	3	1.40%	6	2.80%	4	1.87%	0	0.00%	141	65.89%	0	0.00%
	M	211	72	34.12%	2	0.95%	3	1.42%	1	0.47%	0	0.00%	133	63.03%	0	0.00%

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

**Federal Accountability: AYP**

*Progress Reports*

- **2010 AYP Accountability Progress Report for Oakdale Junior High**
- **2010 AYP Accountability Progress Chart for Oakdale Junior High**

**Subgroups**

**A Subgroup shall be considered numerically significant for AMOS if:**

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

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

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

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

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

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

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

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

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



## School Adequate Yearly Progress Report 2010 Accountability Progress Report

**Made AYP:** No

**Met 14 of 21 AYP Criteria**  
**Participation Rate**

	English-Language Arts Target 95% <u>Met all participation rate criteria? Yes</u>					Mathematics Target 95% <u>Met all participation rate criteria? Yes</u>				
	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2010</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2010</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
<b>GROUPS</b>										
<b>Schoolwide</b>	809	809	100	Yes		809	808	100	Yes	
Black or African American	4	4	100	--		4	4	100	--	
American Indian or Alaska Native	14	14	100	--		14	14	100	--	
Asian	16	16	100	--		16	16	100	--	
Filipino	8	8	100	--		8	8	100	--	
Hispanic or Latino	248	248	100	Yes		248	248	100	Yes	
Native Hawaiian or Pacific Islander	3	3	100	--		3	3	100	--	
White	510	510	100	Yes		510	509	100	Yes	
Two or More Races	3	3	100	--		3	3	100	--	
Socioeconomically Disadvantaged	334	334	100	Yes		334	333	100	Yes	
English Learners	126	126	100	Yes		126	126	100	Yes	
Students with Disabilities	104	104	100	--		104	103	99	--	

**Percent Proficient - Annual Measurable Objectives (AMOs)**

	English-Language Arts Target 56.8 % <u>Met all percent proficient rate criteria? No</u>					Mathematics Target 58.0 % <u>Met all percent proficient rate criteria? No</u>				
	<u>Valid</u> <u>Scores</u>	<u>Number At</u> <u>or Above</u> <u>Proficient</u>	<u>Percent At</u> <u>or Above</u> <u>Proficient</u>	<u>Met</u> <u>2010</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Valid</u> <u>Scores</u>	<u>Number At</u> <u>or Above</u> <u>Proficient</u>	<u>Percent At</u> <u>or Above</u> <u>Proficient</u>	<u>Met</u> <u>2010</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
<b>GROUPS</b>										
<b>Schoolwide</b>	790	453	57.3	Yes		789	258	32.7	No	
Black or African American	4	--	--	--		4	--	--	--	
American Indian or Alaska Native	14	8	57.1	--		14	2	14.3	--	
Asian	14	11	78.6	--		14	8	57.1	--	
Filipino	8	--	--	--		8	--	--	--	
Hispanic or Latino	241	108	44.8	Yes	<u>SH</u>	241	50	20.7	No	
Native Hawaiian or Pacific Islander	3	--	--	--		3	--	--	--	
White	500	314	62.8	Yes		499	193	38.7	No	
Two or More Races	3	--	--	--		3	--	--	--	
Socioeconomically Disadvantaged	322	143	44.4	No		321	73	22.7	No	
English Learners	126	30	23.8	No		126	20	15.9	No	
Students with Disabilities	102	27	26.5	--		101	19	18.8	--	

**Academic Performance Index (API) - Additional Indicator for AYP**

<u>2009 Base API</u>	<u>2010 Growth API</u>	<u>2009-10 Growth</u>	<u>Met 2010 API Criteria</u>	<u>Alternative Method</u>
771	761	-10	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)

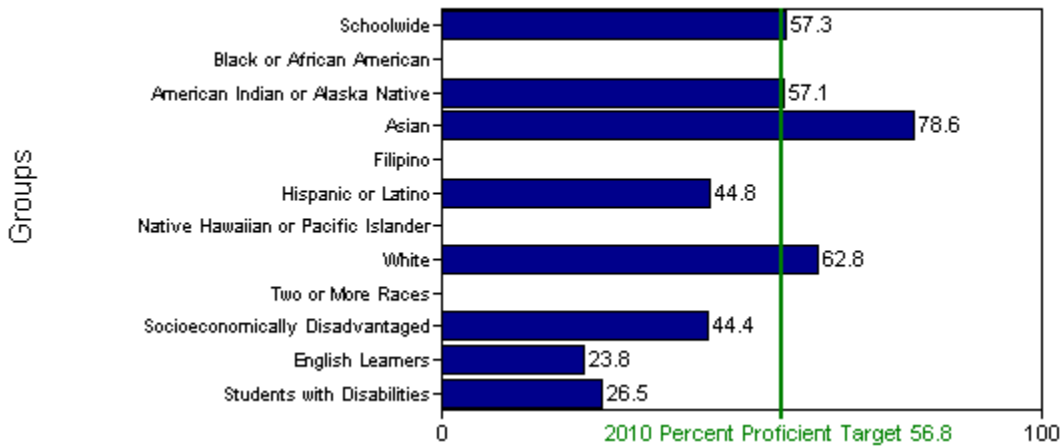
Yes

- Additional Indicator for AYP

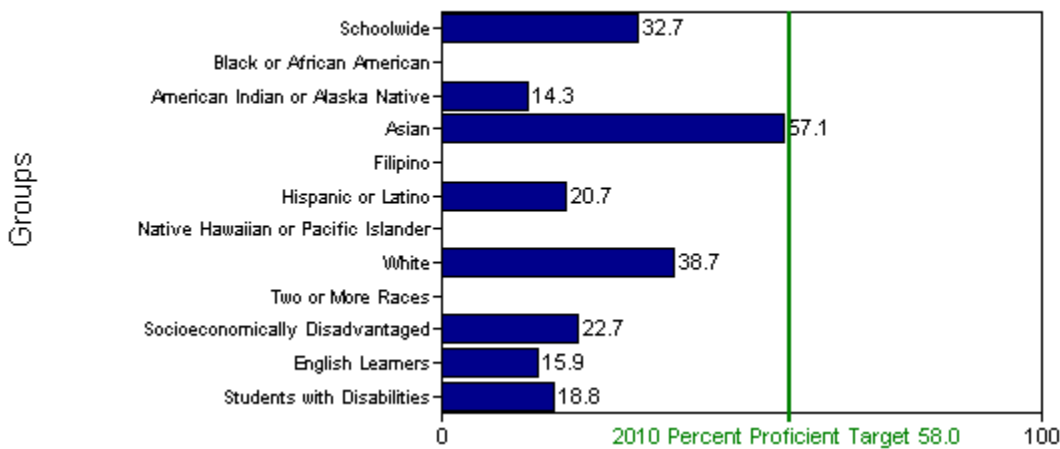
Graduation Rate

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 Oakdale Junior High**
- **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

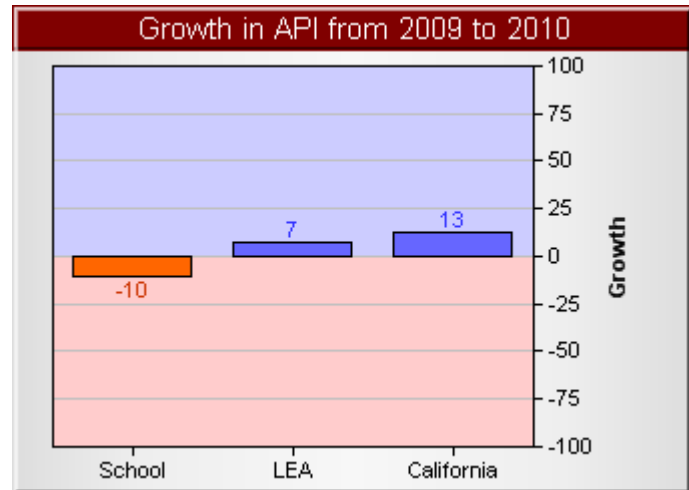
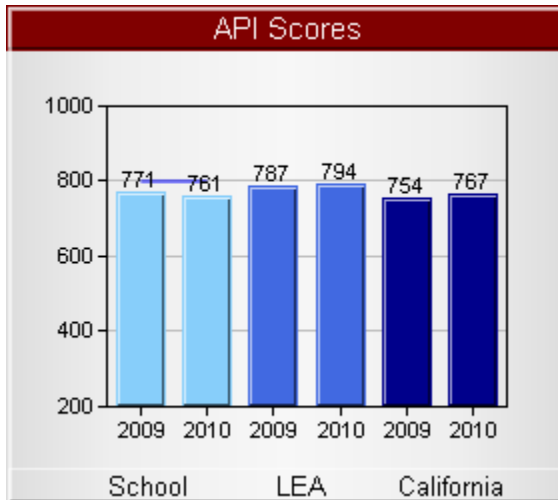
<a href="#">2009 Base API</a>	<a href="#">2010 Growth API</a>	<a href="#">Growth in the API from 2009 to 2010</a>
771	761	-10

### Met 2009-10 Growth API

#### Targets:

<a href="#">Schoolwide</a>	No
<a href="#">All Subgroups</a>	No
<a href="#">Both</a>	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: Oakdale Junior High

LEA: Oakdale Joint  
Unified



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

California Department of  
Education  
Policy and Evaluation Division

<u>Number of Students included in the 2010 Growth API</u>	<b>API</b>				<b>Met Growth Target</b>		
	<u>2010 Growth</u>	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
790	761	771	5	-10	No	No	No

### Similar Schools

#### Median API

<u>2010 Growth</u>	<u>2009 Base</u>
802	790

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

	<u>Number of Students Included in 2010 API</u>	<u>Numerically Significant in Both Years</u>					<u>Met Subgroup Growth Target</u>
			<u>2010 Growth</u>	2009 Base	<u>2009-10 Growth Target</u>	2009-10 Growth	
Black or African American	4	No					
American Indian or Alaska Native	14	No					
Asian	14	No					
Filipino	8	No					
Hispanic or Latino	241	Yes	693	703	5	-10	No
Native Hawaiian or Pacific Islander	3	No					
White	500	Yes	789	802	A	-13	No
Two or More Races	3	No					
Socioeconomically Disadvantaged	322	Yes	690	707	5	-17	No
English Learners	126	Yes	617	661	7	-44	No
Students with Disabilities	102	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.



## 2009-2010 Preliminary Title III School Accountability Information

California Department of Education  
Language Policy and Leadership Office

**Release Date:** September 13, 2010  
**LEA:** Oakdale Joint Unified  
**County:** Stanislaus  
**CDS Code:** 50-75564-0000000

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
<b>50-75564-0000000</b>	<b>Total</b>	Oakdale Joint Unified	<b>540</b>	<b>100%</b>	<b>540</b>	<b>299</b>	<b>55.4%</b>	<b>401</b>	<b>83</b>	<b>20.7%</b>	<b>236</b>	<b>102</b>	<b>43.2%</b>
50-75564-6052880	Elementary	Cloverland Elementary	82	100%	82	45	54.9%	86	14	16.3%	22	--	--
50-75564-6052898	Elementary	Fair Oaks Elementary	89	100%	89	57	64%	88	27	30.7%	20	--	--
50-75564-6100390	Elementary	Magnolia Elementary	85	100%	85	43	50.6%	77	14	18.2%	24	--	--
50-75564-0107979	Elementary	Sierra View Elementary	125	100%	125	67	53.6%	122	25	20.5%	30	14	46.7%
50-75564-6052906	Middle	Oakdale Junior High	70	100%	70	41	58.6%	7	--	--	67	30	44.8%
50-75564-5031950	High	East Stanislaus High	7	100%	7	--	--	1	--	--	7	--	--
50-75564-5035654	High	Oakdale High	82	100%	82	45	54.9%	20	--	--	66	34	51.5%

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

Oakdale Joint Unified School District  
Single Plan for Student Achievement

**Site Accountability Worksheet**

<b>JUNIOR HIGH</b>					
Site Name: <b>Oakdale Junior High School</b>					
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	761	Growth of at least 1 point OR Minimum API Score of 710			X
AYP (ELA) <input type="checkbox"/> School-wide	57.3%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> Socioeconomically Disadvantaged	44.4%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> English Learners	23.8%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> Students with Disabilities	26.5%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> Hispanic	44.8%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> White	62.8%	67.6% Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> School-wide	32.7%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> Socioeconomically Disadvantaged	22.7%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> English Learners	15.9%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> Students with Disabilities	18.8%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> Hispanic	20.7%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> White	38.7%	68.5 Proficient/Advanced			X
AMAO 1	58.6%	54.6% ELs attaining annual growth targets	X		
AMAO 2	44.8%	33.9% ELs attaining prof.	X		

Oakdale Joint Unified School District  
Single Plan for Student Achievement

---

**Junior High ELA Program Data Analysis**

<b>AYP</b>	<b>Spring 2010 Achievement</b>	<b>Spring 2011 AYP GOAL</b>	<b>Will goal be met?</b>
• ELA AYP % Participation	100%	95%	Yes
• ELA AYP % Prof/Adv	57.3%	67.6%	No

<b>Spring 2009 STAR ELA Subgroup Gap Analysis</b>			
<b>Subgroup</b>	<b>Spring 2010 Achievement % Pro/Advanced</b>	<b>Spring 2010 AYP Goal</b>	<b>GAP</b>
Hispanic	44.8%	67.6%	-22.8%
Socioeconomically Disadvantaged	44.4%	67.6%	-23.2%
English Learners	23.8%	67.6%	-43.8%
Students with Disabilities	26.5%	67.6%	-41.1%

<b>STAR ELA Hispanic Gap Analysis Over Time</b>			
<b>STAR Testing</b>	<b>Hispanic Pro/Advanced</b>	<b>Schoolwide Pro/Advanced</b>	<b>GAP</b>
Spring 2003	24.5%	42.8%	-18.3%
Spring 2004	27.5%	44.0%	-16.5%
Spring 2005	31.7%	43.4%	-11.7%
Spring 2006	30.0%	46.8%	-16.8%
Spring 2007	32.7%	48.2%	-15.5%
Spring 2008	37.9%	53.5%	-15.6%
Spring 2009	39.6%	55.4%	-15.8%
Spring 2010	44.8%	57.3%	-12.5%

<b>STAR ELA Socio-economically Disadvantaged Gap Analysis Over Time</b>			
<b>STAR Testing</b>	<b>Socio Econ % Pro/Adv</b>	<b>Schoolwide Pro/Advanced</b>	<b>GAP</b>
Spring 2003	26%	42.8%	-16.8%
Spring 2004	28%	44.0%	-16.0%
Spring 2005	30%	43.4%	-13.4%
Spring 2006	30%	46.8%	-16.8%
Spring 2007	31%	48.2%	-17.2%
Spring 2008	39.6%	53.5%	-13.9%
Spring 2009	41.7%	55.4%	-13.7%
Spring 2010	44.4%	57.3%	-12.9%

Oakdale Joint Unified School District  
Single Plan for Student Achievement

**STAR ELA English Learner Gap Analysis Over Time**

STAR Testing	English Learner Pro/Advanced	Schoolwide Pro/Advanced	GAP
Spring 2003		42%	
Spring 2004		43%	
Spring 2005	13.0%	42%	-29%
Spring 2006	21.4%	45%	-23.6%
Spring 2007	18.6%	48%	-29.4%
Spring 2008	33.1%	53%	-19.9%
Spring 2009	27.8%	55%	-27.2%
Spring 2010	23.8%	57%	-33.2%

**STAR ELA Students with Disabilities Gap Analysis Over Time**

STAR Testing	SWD % Pro/Adv	Schoolwide Pro/Advanced	GAP
Spring 2003		42%	
Spring 2004		43%	
Spring 2005	7.7%	42%	-34.3%
Spring 2006	10.4%	45%	-34.6%
Spring 2007	6.8%	48%	-41.2%
Spring 2008	20.8%	53%	-32.2%
Spring 2009	31.3%	55%	-23.7%
Spring 2010	26.5%	57%	-30.5%

**Spring 2010 ELA Gap Analysis – By Grade**

Subgroup/Area	% Pro/Adv	Spring 2011 AYP Goal	GAP
6 <sup>th</sup> Grade	66%	67.6%	-1.6%
7 <sup>th</sup> Grade	60%	67.6%	-7.6%
8 <sup>th</sup> Grade	56%	67.6%	-11.6%
9 <sup>th</sup> Grade	65%	67.6%	-2.6%

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

Grade	Spring 2007	Spring 2008	Spring 2009	Spring 2010
7 <sup>th</sup> Grade	47%	54%	53%	60%
8 <sup>th</sup> Grade	49%	55%	56%	56%
9 <sup>th</sup> Grade	58%	54%	63%	65%

**Junior High MATH Program Data Analysis**

AYP	Spring 2010 Achievement	Spring 2011 AYP GOAL	Will goal be met?

Oakdale Joint Unified School District  
Single Plan for Student Achievement

• MATH AYP % Participation	100%	95%	Yes
• MATH AYP % Prof/Adv	32.7	68.5%	No

Spring 2010 STAR MATH Subgroup Gap Analysis			
Subgroup	% Pro/Adv	Spring 2011 AYP Goal	GAP
Hispanic	20.7%	68.5%	-47.8%
Socioeconomically Disadvantaged	22.7%	68.5%	-45.8%
English Learners	15.9%	68.5%	-52.6%
Students with Disabilities	18.8%	68.5%	-49.7%
White	38.7%	68.5%	-29.8%

STAR MATH Hispanic Gap Analysis Over Time			
STAR Testing	Hispanic % Pro/Adv	Schoolwide % Pro/Adv	GAP
Spring 2003	14%	33.7%	-19.7%
Spring 2004	16%	36.5%	-20.5%
Spring 2005	17%	31.5%	-14.5%
Spring 2006	20.9%	37.6%	-16.7%
Spring 2007	28.4%	40.9%	-12.5%
Spring 2008	26.8%	39.6%	-12.8%
Spring 2009	23.4%	34.0%	-10.6%
Spring 2010	20.7%	32.7%	-12.0%

STAR MATH Socio-economically Disadvantaged Gap Analysis Over Time			
STAR Testing	Socio- Eco % Pro/Adv	Schoolwide Pro/Adv	GAP
Spring 2003	17%	33.7%	-16.7%
Spring 2004	17%	36.5%	-19.5%
Spring 2005	19%	31.5%	-12.5%
Spring 2006	24.%	37.6%	-13.6%
Spring 2007	26.5%	40.9%	-14.4%
Spring 2008	28.2%	39.6%	-11.4%
Spring 2009	25.9%	34.0%	-8.1%
Spring 2010	22.7%	32.7%	10.0%

STAR MATH English Learner Gap Analysis Over Time			
STAR Testing	Socio- Eco % Pro/Adv	Schoolwide Pro/Adv	GAP
Spring 2006	11.2%	37.6%	-26.4%
Spring 2007	11.5%	40.9%	-29.4%
Spring 2008	27.8%	39.6%	-11.8%
Spring 2009	18.6%	34.0%	-15.4%
Spring 2010	15.9%	32.7%	-26.8%

MATH Students with Disabilities Gap Analysis Over Time			
STAR Testing	Socio- Eco % Pro/Adv	Schoolwide Pro/Adv	GAP
Spring 2006	5.2%	37.6%	-32.4%
Spring 2007	5.4%	40.9%	-35.5%
Spring 2008	16.9%	39.6%	-22.7%
Spring 2009	25.9%	34.0%	-8.1%
Spring 2010	15.9%	32.7%	-16.8%

Oakdale Joint Unified School District  
Single Plan for Student Achievement

**Algebra Over Time**

<b>Grade</b>	<b>Spring 2007</b>	<b>Spring 2008</b>	<b>Spring 2009</b>	<b>Spring 2010</b>	
7 <sup>th</sup> Grade % Enrolled	11%	15%	15%	16.4%	
7 <sup>th</sup> Grade % Pro/Adv	82%	68%	79%	78%	
8 <sup>th</sup> Grade % Enrolled	14%	43%	74%	57%	
8 <sup>th</sup> Grade % Pro/Adv	81% (43stu)	39% (68stu)	25% (71stu)	29%(117 stu)	

**Geometry Over Time**

<b>Grade</b>	<b>Spring 2006</b>	<b>Spring 2007</b>	<b>Spring 2008</b>	<b>Spring 2009</b>	<b>Spring 2010</b>
7 <sup>th</sup> Grade % Enrolled	0	0	0	0	0
7 <sup>th</sup> Grade % Pro/Adv	0	0	0	0	0
8 <sup>th</sup> Grade % Enrolled	6%	5%	8%	9%	7.5%
8 <sup>th</sup> Grade % Pro/Adv	52%	85%	76%	86%	81%

Program Evaluation Questions

List Grade Levels/Courses and subgroups within those Grade Levels/Courses that the data needs analysis revealed as areas of need: Oakdale Junior High School met 13 of 21 of it's AYP criteria for 2009/2010. Based upon next year's growth models OJHS is at risk of meeting 10 of 21 of it's AYP criteria for 2010/2011. The need areas for improvement and focus include school wide and all significant sub-group Annual Measurable Objectives AMO's

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

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

A. Alignment of instruction with content standards

- 1) Are the existing gaps in course/grade level performance due to curriculum that is not aligned with the ELA Content Standards?

A) In the upcoming year pacing calendars are directly matched to the quarterly benchmark assessments. The benchmark assessment results will drive the instruction for the next quarter. Benchmark results may be considered for appropriate placement in ELA, math, science, and history. Also, all students struggling on STAR CST's will be channeled into our afterschool program which is taught by our regular fully credentialed teaching staff.

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)

B) In the 2010/2011 school year each core department will function as data analysis teams to review both STAR and benchmark data. During monthly department meetings the teachers will discuss student progress towards state standards, pacing calendars, benchmark results, and recommendations to the school principal for changes to curriculum and or the master schedule. The department chairs will meet with the principal monthly to discuss and monitor progress.

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?

C) We offer afterschool programs so that all instruction and remediation is provided by our regular teaching staff. Our counselors are very aggressive in referring students to the afterschool program and also provide a lunch homework assistance program several days a week. Benchmark assessments given during the regular day will be our tracking measure for student success. Benchmarks and pacing calendars will continue to be aligned.

D. Increased Educational Opportunity During the School Day

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

D) All students are placed into a two period ELA block. This has proven very effective in meeting subgroup targets. Students also receive help at lunch and are referred to our afterschool program. We also place identify students in an intensive (2 or more years below grade level) or strategic (1 year below grade level) ELA curriculum through our ELA adoption. For students that are Far Below Basic in math there is an additional math period provided in lieu of their elective class.

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

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?

E) We have established subject/grade level teams to increase collaboration. During the 2010/2011 school year we will begin collaboration with the 6<sup>th</sup> grade and high school for a more focused math continuum.

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?

F) Parents are regularly sent progress reports by school staff and are notified of opportunities for involvement in the OJHS parents' club. Parents are also encouraged to chaperone trips and to maintain regular contact with teachers. Parents of EL students are invited to join ELAC. All parents can also access their student's grades on a regular basis using the Aeries Parent Portal.

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?

G) Oakdale Junior High has an effective counseling department that makes parents and students aware of existing services offered by the district, city and county. OJHS also offers an afterschool intersession program designed to allow at-risk students to earn credits toward graduation and the OASIS program to provide academic assistance and enrichment activities.

Oakdale Joint Unified School District  
Single Plan for Student Achievement

---

**PROGRAM SUPPORT GOAL # 1**

By spring 2011, students scoring Pro/Advanced on the ELA CST will meet AYP, with a goal of moving from 57.3% Pro/Adv to 67.3% school-wide.

**Student CST Subgroups supporting the goal:**

- Socio Economically Disadvantaged
- English Learners
- Students with Disabilities
- Hispanic
- White

**Anticipated annual CST growth for each Student Subgroup Goal or Grade Level Goal:**

Socio Economically Disadvantaged will raise to: 47.6%  
 English Learners will raise to: 28.2%  
 Students with Disabilities will raise to: 29.3%  
 Hispanic will raise to: 47.7%  
 White will raise to: 64.6%

**Benchmark Testing Goals for Identified Subgroups/Grade Levels**

**Benchmark Testing Results for Identified Subgroups/Grade Levels**

Subgroup	Number of students targeted for department meeting discussions	Goal # Pro/Adv to meet Safe Harbor	Subgroup/Gr. Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Soc.Eco. Disadvantage	105	148	Soc.Eco. Disadvantage				
Eng. Learners	30	33	Eng. Learners				
Stu. With Disabilities	12	24	Stu. With Disabilities				
Hispanic	53	123	Hispanic				
White	155	343	White				

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

--

Oakdale Joint Unified School District  
Single Plan for Student Achievement

**PROGRAM SUPPORT GOAL # 2**

By Spring 2011, students scoring Pro/Advanced on the Math CST will make AYP with a goal of moving from 32.7% Pro/Adv to 42.7% Pro/Adv.

**Student Subgroups Results for 2010:**

Socio Economically Disadvantaged: 22.7%

English Learners: 14.7%

Students with Disabilities: 18.6%

Hispanic: 20.7%

White: 38.6%

**Anticipated annual CST growth for each Student Subgroup or Grade Level or Course will increase to meet Safe Harbor:**

Socio Economically Disadvantaged will raise to: 28.3%

English Learners will raise to: 21.4%

Students with Disabilities will raise to: 23.2%

Hispanic will raise to: 26.4%

White will raise to: 42.8%

**Testing Goals for Identified Subgroups/Grade Levels**

**Benchmark Testing Results for Identified Subgroups/Grade Levels**

Subgroup/Gr. Level	# of students targeted for Department Meeting Discussions	Goal # Pro/Adv to meet Safe Harbor	Subgroup/Gr. Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Soc.Eco. Disadvantage	126	88	Soc.Eco. Disadvantage				
Eng. Learners	29	25	Eng. Learners				
Stu. With Disabilities	10	19	Stu. With Disabilities				
Hispanic	72	68	Hispanic				
White	214	227	White				

Oakdale Joint Unified School District  
Single Plan for Student Achievement

<b>PROGRAM SUPPORT GOAL # 3</b>						
By Spring 2011, students scoring Pro/Adv on the 8 <sup>th</sup> <b><u>Grade History/Social Science</u></b> CST will increase from 52% school-wide to 57%.						
<b>Student CST Subgroup Goals or CST Grade Level Goals supporting the goal:</b> <ul style="list-style-type: none"> <li>• Soc. Dis.</li> <li>• EL-</li> <li>• Students with Disabilities-</li> <li>• Hispanic-</li> <li>• White-</li> </ul>			<b>Anticipated annual CST growth for each Student Subgroup or Grade Level or Course will increase to meet Safe Harbor:</b> Socio Economically Disadvantaged will raise to: 50% English Learners will raise to: 10% Students with Disabilities will raise to: 31% Hispanic will raise to: 48% White will raise to: 64%			
<b>Benchmark Testing <u>Goals</u> for Identified Subgroups/Grade Levels</b>			<b>Benchmark Testing <u>Results</u> for Identified Subgroups/Grade Levels</b>			
Subgroup/Gr. Level	# of students targeted for Department Meeting Discussions	Goal of # Pro/Adv	Subgroup/Gr. Level	Quarter 1	Quarter 2	Quarter 3
Socio-Eco	105	180	Socio-Eco			
EL	30	11	EL			
SWD	12	10	SWD			
Hispanic	53	65	Hispanic			
White	155	193	White			

Oakdale Joint Unified School District  
Single Plan for Student Achievement

<b>PROGRAM SUPPORT GOAL # 4</b>						
By Spring 2011, students scoring Pro/Adv on the 8 <sup>th</sup> <b>Science</b> CST will increase from 52% school-wide to 57%.						
<b>Student CST Subgroup Goals or CST Grade Level Goals supporting the goal:</b> <ul style="list-style-type: none"> <li>• Soc. Dis.</li> <li>• EL</li> <li>• Students with Disabilities</li> <li>• Hispanic</li> <li>• White</li> </ul>			<b>Anticipated annual CST growth for each Student Subgroup or Grade Level or Course will increase to meet Safe Harbor:</b> Socio Economically Disadvantaged will raise to: 50% English Learners will raise to: 17% Students with Disabilities will raise to: 21% Hispanic will raise to: 48% White will raise to: 64%			
<b>Benchmark Testing <u>Goals</u> for Identified Subgroups/Grade Levels</b>			<b>Benchmark Testing <u>Results</u> for Identified Subgroups/Grade Levels</b>			
Subgroup/Gr. Level	# of students targeted for Department Meeting Discussions	Goal of # Pro/Adv	Subgroup/Gr. Level	Quarter 1	Quarter 2	Quarter 3
Socio-Eco	66	87	Socio-Eco			
EL	13	13	EL			
SWD	9	9	SWD			
Hispanic	41	58	Hispanic			
White	126	171	White			

Oakdale Joint Unified School District  
Single Plan for Student Achievement

<b>PROGRAM SUPPORT GOAL # 5</b>					
By Spring 2011, OJHS will meet/exceed API growth target with the goal of increasing Students with Disabilities API scores.					
<b>Student Subgroups supporting this goal: spring 2010 achievement and 10-11 student enrollment number.</b> <ul style="list-style-type: none"> <li>▪ RSP/SDC 7<sup>th</sup>-8<sup>th</sup>: English Language Arts 2010-2011 student enrollment: (82) <ul style="list-style-type: none"> <li>26% Pro/Adv on spring 2010 CST/CMA</li> <li>31% Basic on spring 2010 CST/CMA</li> <li>34% F/BB on spring 2010 CST/CMA</li> </ul> </li> <li>▪ RSP/SDC 7<sup>th</sup>-8<sup>th</sup>: Math 2010-2011 student enrollment: (82) <ul style="list-style-type: none"> <li>26% Pro/Adv on spring 2010 CST/CMA</li> <li>21% Basic on spring 2010 CST/CMA</li> <li>43% F/BB on spring 2010 CST/CMA</li> </ul> </li> </ul>			<b>Anticipated annual growth for each Subgroup:</b> <ul style="list-style-type: none"> <li>▪ 7<sup>th</sup>-8<sup>th</sup>: English Language Arts <ul style="list-style-type: none"> <li>36% Pro/Adv on spring 2010 CST/CMA</li> <li>41% Basic on spring 2010 CST/CMA</li> </ul> </li> <li>▪ 7<sup>th</sup>-8<sup>th</sup>: Math <ul style="list-style-type: none"> <li>36% Pro/Adv on spring 2010 CST/CMA</li> <li>31% Basic on spring 2010 CST/CMA</li> </ul> </li> </ul>		
<b>Benchmark Testing <u>Goals</u> for Identified Subgroups/Grade Levels</b>			<b>Benchmark Testing <u>Results</u> for Identified Subgroups/Grade Levels</b>		
Subgroup/Gr. Level	Goal of # Pro/Adv	Subgroup/Gr. Level	Quarter 1	Quarter 2	Quarter 3
7 <sup>th</sup> /8 <sup>th</sup> ELA Pro/Adv	36%	7 <sup>th</sup> /8 <sup>th</sup> ELA Pro/Adv			
7 <sup>th</sup> /8 <sup>th</sup> Basic	41%	7 <sup>th</sup> /8 <sup>th</sup> Basic			
7 <sup>th</sup> /8 <sup>th</sup> Math Pro/Adv	36%	7 <sup>th</sup> /8 <sup>th</sup> Math Pro/Adv			
7 <sup>th</sup> /8 <sup>th</sup> Basic	31%	7 <sup>th</sup> /8 <sup>th</sup> Basic			

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

**PROGRAM SUPPORT GOAL # 6**

OJHS will meet the school wide and significant sub-group API growth targets fro 2010

**Schoolwide and student CST Subgroups supporting the goal:**

- School Wide
- Soc. Dis.
- EL
- Students with Disabilities
- Hispanic
- White

**Anticipated annual CST growth for each Student Subgroup Goal or Grade Level Goal:**

- Schoolwide 761 to 766
- Soc. Dis.-from 690 to 695
- EL-from 617 to 622
- Hispanic- from 693 to 698
- White- from 789 to 794

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

<b>Related Goal(s)</b>	<b>Action Plan Description</b>	<b>Dates</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
ELA	Share good teaching practices and strategies that have worked, especially in small group settings such as department meetings	Monthly	None	None	None
ELA	Implement Zeros Aren't Permitted (ZAP) school-wide.	By quarter 1	None	None	None
ELA	Electives need to adopt core standards to reinforce in their curriculum.	August	None	None	None
ELA	Target students from our subgroups to focus on and monitor their progress throughout the year.	By October	None	None	None
ELA	Increase use of non-fiction materials (see expository reading and writing program used by high school English department.)	Ongoing	None	None	None
Math	Department meetings to discuss math class structuring and update benchmark tests.	Monthly	None	None	None
Math	Time to meet with science teachers for collaboration	By Semester	None	None	None
Math	Obtain math materials and programs to meet the needs of our subgroups	Ongoing	iPass computer program, supplemental books	\$5000.00	SIP, ASES
Math	Visit schools that are successful in math	Semester	Subs teachers	\$500.00	SIP
History	Collaborate with 6 <sup>th</sup> grade teachers	Semester	None	None	None
Science	Collaborate with math teachers to examine curriculum	Semester	None	None	None

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

Science	Develop pacing calendars and benchmarks that cover both math and science standards.	Quarter 1	None	None	None
Science	Purchase lab materials that will emphasize understanding of abstract concepts.	October	Misc. lab equipment	\$2000.00	OEF Grant
API	Homework help and afterschool enrichment program	Ongoing	After school program staffing	\$73,065.25	ASES
API	Materials and supplies for afterschool programs	Ongoing	Materials and supplies	\$20,457.75	ASES
API	Consulting Services for afterschool program	As needed	Consulting Personnel	\$4,100.00	ASES
ELA, Math, History, Science, Special Ed, API	Purchase equipment to support classroom curriculum and communications	August	Copy machine lease and service agreement	\$16,382.00	SIP, EIA, General Fund
ELA, Math, History, Science, Special Ed, API	Technology for scanning, and smartboard maintenance	August	Sanner for edusoft and smartboard bulbs	\$2,095.00	SIP, EIA, General Fund
ELA, Math, History, Science, Special Ed, API	OJHS is committed to providing planners to every student so that they can stay organized and have a means of showing parents what work is required on a daily basis	August	Premier school agenda's/student planners	\$6,500.00	SIP, EIA, General Fund
ELA, Math, History, Science, Special Ed,	Each department has regular expense for materials to supplement the state adopted curriculum	Ongoing	Department funds	\$11,674.00	SIP, EIA, General Fund

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

API					
API	Leadership is an important extra-curricular program at OJHS	Monthly	Leadership teacher salaries	\$3,241.00	SIP, EIA, General Fund
ELA, Math, History, Science, Special Ed, API	Materials and supplies for classrooms and office to maintain daily operations. General instructional supplies will be purchased as needed to support the curriculum.	Monthly	Ink, copy paper, postage, teacher supply money, scantrons, other misc. materials and supplies	\$25,000.00	SIP, EIA, General Fund
ELA, Math, History, Science, Special Ed, API	Technology equipment and software for state of the art learning	Ongoing	Computers, printers, and software licensing	\$15,000.00	SIP, EIA, General Fund
ELA, Math, History, Science, Special Ed, API	Administrators or counselors will meet with all OJHS students to discuss their STAR scores and set goals with students for future test results.	Monthly	None	None	None

Oakdale Joint Unified School District  
Single Plan for Student Achievement

Funding Source	Title I	SIP	EIA	ASES	Overall Total
Amount	\$0	\$42,564	\$5,242	\$97,963	
Goal 1 Expenditures					
Equipment		\$2266	\$465		
Department Funds		\$2334			
Materials/Supplies		\$1095			
Planners		\$898	\$185		
Technology		\$349			
Goal 2 Expenditures					
Equipment		\$2266	\$465		
Department Funds		\$2334			
Materials/Supplies		\$1095			
Planners		\$898	\$185		
Technology		\$349			
Goal 3 Expenditures					
Equipment		\$2266	\$465		
Department Funds		\$2334			
Materials/Supplies		\$1095	\$224		
Planners		\$898	\$184		
Technology		\$349			
Goal 4 Expenditures					
Equipment		\$2665	\$465		
Department Funds		\$2334			
Materials/Supplies		\$1095	\$224		
Planners		\$898	\$184		
Technology		\$349			
Goal 5 Expenditures					
Equipment		\$2665	\$465		
Department Funds		\$2335			
Materials/Supplies		\$1095	\$224		
Planners		\$898	\$184		
Technology		\$349			
Goal 6 Expenditures					
Equipment		\$2665	\$465		
Materials/Supplies		\$1094	\$225		
Planners		\$899	\$185		
Technology		\$350			
Leadership Staffing		\$3,241.00			
OASIS staffing				\$73,065.25	
OASIS materials & supplies				\$20,457.75	
OASIS consultants				\$4,100.00	
TOTAL	\$0	\$42,564	\$5,242	\$97,963	\$145,769

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
Paul Luchessi- Chair		X			
Esperanza Jackson- Vice Chair		X			
Denise Bianchi- Secretary			X		
John Simons- Member	X				
Diane Stanton- Member		X			
Matt Gerry- Student					X
Parent Member				X	
Parent Member				X	

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

**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:

          John Simons            
Type name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

          Paul Lucchesi            
Type name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

**School Parental Involvement Policy**

Oakdale Junior High School agrees to implement the following statutory requirements:

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

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

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

**PART II**

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

1. Oakdale Junior High 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 way under section 1118(b) of the ESEA:
  - The School Site Council and site English Learner Advisory Council shall review and revise as necessary the next school year's Parental Involvement Policy during January/February of each year.
  - The proposed Parental Involvement Policy for the next school year will be presented for further advisement to the school's Parent Teacher Committee prior to the end of the school year.
2. Oakdale Junior High 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
  - The School Parental Involvement Policy and the School Compact will be posted on the school's website.

**Oakdale Joint Unified School District**  
*Single Plan for Student Achievement*

---

3. Oakdale Junior High 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 inform the review/revision of the School's Parental Involvement Policy and the School Compact.
  
4. Oakdale Junior High 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-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
  - Participation in Title I
  
5. Oakdale Junior High School will hold a flexible number of meetings at varying times, and provide transportation, child care, and/ or home visits, paid for with Title I funding as long as these services relate to parental involvement:
  - Parent Teacher Committee Meetings will be held at least quarterly. School Site Council Meetings will be held monthly.
  - ELAC Meetings will be held quarterly.
  - Invitations to all parent meetings will include contact information to arrange transportation for any parents/guardians needing transportation.
  
6. Oakdale Junior High School will provide timely information to parents about the School-wide Title I program:
  - Monthly Parent Letters providing dates and times for events and meetings will be sent to each parent.
  
7. Oakdale Junior High 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 Parent Letters and related mailings will include the school's website and note that the School Accountability Report Card and Single Plan for Student Achievement may be viewed electronically or a hard copy is available in the school's front office.
  
8. Oakdale Junior High 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 concerns will be directed first to the classroom teacher and then the principal.
  
9. Oakdale Junior High 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 III**      **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

# Oakdale Joint Unified School District

## *Single Plan for Student Achievement*

---

Oakdale Junior High 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, and
  - How to work with educators:

These topics will be addressed as follows:

- Monthly Parent Teacher Committee Meetings
  - Annual Title I Presentation during the 1<sup>st</sup> Quarter
  - Parent Handbook in the Beginning of the Year Packet.
  - Information posted on the district/school website.
3. The school with the assistance of the district will provide materials and training to help parents improve their children's academic achievement via activities such as literacy training, using technology:
    - District sponsored parent nights supporting all parents include:
      - Annual Parent Orientation for Parents of Gifted Learners
      - Gang Prevention Awareness
      - Parent Institute for Spanish speaking parents
    - District sponsored parent nights supporting parents of English Learners include:
      - Understanding the CELDT and STAR scores (Offered each fall)
      - Supporting my child to pass the CAHSEE
      - Parent Institute
    - School sponsored parent nights supporting parents include: ELAC, PTC, High School Freshman Orientation Night, Back to School 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/staff representation to quarterly DELAC Meetings.
    - Site representation at the District Parent Involvement Advisory Council and DELAC will monitor the implementation of the district's Parent Involvement Action Plan, advise upon the upcoming year's Parent Involvement Action Plan, and carry pertinent information back to School Site Council, ELAC, and Parent Teacher Committee Meetings.
  5. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

### **PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training:

# Oakdale Joint Unified School District

## *Single Plan for Student Achievement*

---

- 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 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.
8. 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.
9. 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 Oakdale Junior High School on mm/dd/vy 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

Oakdale Joint Unified School District  
*Single Plan for Student Achievement*

---

or before \_\_\_\_\_, Oakdale Junior High 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)*