

**Oakdale Joint Unified School**  
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(209) 848-4884 ✦ Fax: (209) 847-0155  
<http://www.oakdale.k12.ca.us>

# Single Plan

for

## Student Achievement



*Oakdale High School*

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

Revised: 11/3/10

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Dennis Hitch	Site Administrator
Mike Tambini	Site Administrator
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Ken Coughran	Math Department Chair
Pete Simoncini	History Department Chair
Bob Wessling	Science Department Chair
Ed Rapinchuk	Certificated Employee
Becky Hammond	Classified Employee
Terri Vandagriff	Classified Employee
Kathy Bauman	Parent - School Site Council
Barbara Thompson	Parent - School Site Council
Robyn Kuppens	Parent - School Site Council

### **Oakdale High School, School Site Council**

Mike Moore	Principal
Ed Rapinchuk	Certificated
Em Rippe	Certificated
Pete Simoncini	Certificated
Becky Hammond	Classified
Terri Vandagriff	Classified
Kathy Bauman	Parent
Robyn Kuppens	Parent
Barbara Thompson	Parent
Austin Clayton (9)	Student
Mason Schmidt (10)	Student
Hank Walter (11)	Student
Daniel Dunning (12)	Student

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

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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**

Oakdale High School will develop students who excel as family, business, community and national leaders. In order to continue our proud century old heritage, we will prepare students for the ever-changing diversity and competitiveness of a global society while maintaining their local values and traditions. We will work closely with community businesses and agencies to provide the best opportunities for the students of Oakdale High School.

**School Profile**

Oakdale High School is located in the foothills of the Sierra Nevada Mountains in the city of Oakdale, Ca. It is an open campus with a student body of approximately 1620 students. Oakdale High School has a Hispanic population that makes up 22.8% of the over all student population. Our socio-economically disadvantaged students make up 14% of our student population. The school serves students in grades 9-12 with a varied selection of classes designed to help guarantee students reach their full potential. Oakdale High School is a Digital High School and maintains three computer labs and a new library media center. All classrooms are internet connected and have a minimum of one teacher computer. Using general funds, grants, and SIP funds the high school attempts to maintain the labs and the classroom computers and printers. The staff of Oakdale High School is committed to using technology in the classroom for both student-developed presentations and teacher-developed lessons. With that in mind the school site has purchased, and will continue to purchase, presentation technology and research technology for the classroom. Oakdale High School has a strong Visual and Performing Arts program that continues to grow in numbers and offerings and we are committed to supporting the growth of all programs. We added A.P. Studio Art to our course offerings in the 2003-04 school year and we have added A.P. Chemistry and A.P. Psychology for the 2006-2007 school year. At the start of the 2006-2007 school year, we eliminated all non-college prep science classes and expanded our A.P. Calculus offerings to include Calculus BC. For the 2007-2008 school year, we implemented an Algebra I support class to increase the number of 9<sup>th</sup> graders enrolled in Algebra I.

Oakdale has an Agriculture program that fits well with our community and allows students the opportunity to prepare for occupations in the area of Agriculture. Oakdale currently offers seven ROP/Perkins sponsored classes for those students interested in ROP programs such as Agricultural Welding, Computer Assisted Drafting, Health and Hospital, Automotive Repair, Computer Graphics and Design, Computer Programming, Business Applications. Oakdale High School uses Safety Grant money to help provide for the safety and well-being of all students. Site money is also used to enhance the academic programs at Oakdale High by bringing in guest speakers and assemblies as well as putting on college and career fairs. The school district has committed to both the Music and Agriculture program growth through the allocation of special resources for both programs to help them expand and enhance their offerings.

## 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

OAKDALE HIGH SCHOOL		Total	Hispanic		Am Indian/Alskn Nat		Asian		Black/African Am		Nat Hwiin/Othr Pac Islndr		White		Multiple	
Grade	Gender	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Total</b>		1605	452	28.16%	20	1.25%	50	3.12%	20	1.25%	2	0.12%	1056	65.79%	4	0.25%
12	<b>Total</b>	324	73	22.53%	3	0.93%	10	3.09%	2	0.62%	0	0.00%	235	72.53%	0	0.00%
	M	150	33	22.00%	1	0.67%	3	2.00%	1	0.67%	0	0.00%	112	74.67%	0	0.00%
	F	174	40	22.99%	2	1.15%	7	4.02%	1	0.57%	0	0.00%	123	70.69%	0	0.00%
11	<b>Total</b>	388	116	29.90%	3	0.77%	10	2.58%	5	1.29%	1	0.26%	253	65.21%	0	0.00%
	F	204	61	29.90%	1	0.49%	2	0.98%	2	0.98%	0	0.00%	138	67.65%	0	0.00%
	M	184	55	29.89%	2	1.09%	8	4.35%	3	1.63%	1	0.54%	115	62.50%	0	0.00%
10	<b>Total</b>	435	128	29.43%	5	1.15%	17	3.91%	12	2.76%	0	0.00%	272	62.53%	1	0.23%
	F	209	67	32.06%	1	0.48%	10	4.78%	4	1.91%	0	0.00%	127	60.77%	0	0.00%
	M	226	61	26.99%	4	1.77%	7	3.10%	8	3.54%	0	0.00%	145	64.16%	1	0.44%
09	<b>Total</b>	458	135	29.48%	9	1.97%	13	2.84%	1	0.22%	1	0.22%	296	64.63%	3	0.66%
	M	257	77	29.96%	4	1.56%	8	3.11%	0	0.00%	0	0.00%	166	64.59%	2	0.78%
	F	201	58	28.86%	5	2.49%	5	2.49%	1	0.50%	1	0.50%	130	64.68%	1	0.50%

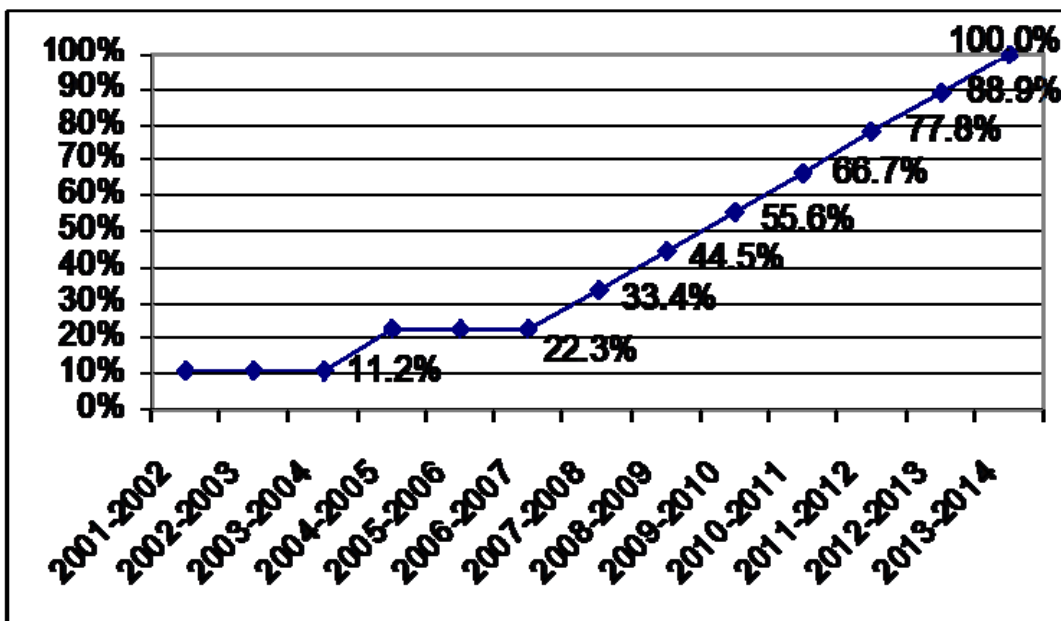
Oakdale Joint Unified School District  
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**Federal Accountability: AYP**

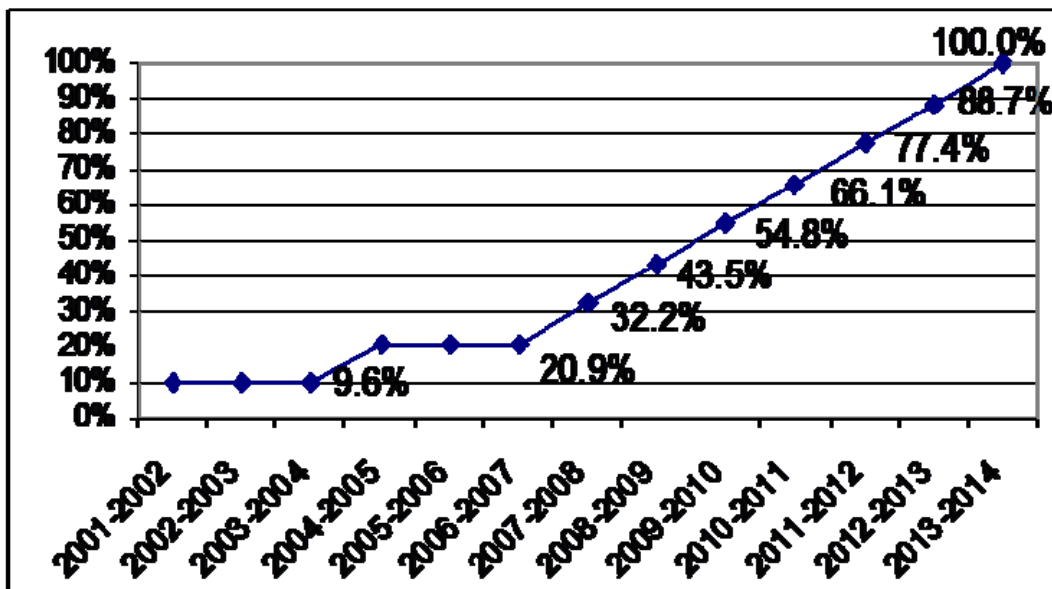
*Progress Reports*

- [2010 AYP Accountability Progress Report for Oakdale High School](#)
- [2010 AYP Accountability Progress Chart for Oakdale High School](#)

English-Language Arts  
High Schools and High School Districts



Math  
High Schools and High School Districts





# School Adequate Yearly Progress (AYP) Report

California Department of Education  
Assessment, Accountability and  
Awards Division

## 2010 Accountability Progress Report

**Made AYP: No**

**Met 16 of 18 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 Day of Testing	of Students Tested		2009 AYP Criteria	Method	First Day of Testing	of Students Tested		2009 AYP Criteria	Method
<b>Schoolwide</b>	412	407	99	Yes		412	409	99	Yes	
African American or Black (not of Hispanic origin)	5	5	100	--		5	5	100	--	
American Indian or Alaska Native	3	3	100	--		3	3	100	--	
Asian	7	7	100	--		7	7	100	--	
Filipino	3	3	100	--		3	3	100	--	
Hispanic or Latino	120	119	99	Yes		120	120	100	Yes	
Pacific Islander	0	0	--	--		0	0	--	--	
White (not of Hispanic origin)	274	270	99	Yes		274	271	99	Yes	
Socioeconomically Disadvantaged	142	139	98	Yes		142	140	99	Yes	
English Learners	53	53	100	--		53	53	100	--	
Students with Disabilities	43	42	98	--		43	42	98	--	

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

GROUPS	English-Language Arts Target 55.6 % Met all percent proficient rate criteria? Pending					Mathematics Target 54.8 % Met all percent proficient rate criteria? No				
	Valid	Number	Percent	Met	Alternative	Valid	Number	Percent	Met	Alternative
	Scores	At or Above Proficient	At or Above Proficient	2009 AYP Criteria	Method	Scores	At or Above Proficient	At or Above Proficient	2009 AYP Criteria	Method
<b>Schoolwide</b>	392	251	64.0	Yes		394	243	61.7	Yes	
African American or Black (not of Hispanic origin)	4	--	--	--		4	--	--	--	
American Indian or Alaska Native	3	--	--	--		3	--	--	--	
Asian	7	--	--	--		7	--	--	--	
Filipino	3	--	--	--		3	--	--	--	
Hispanic or Latino	115	51	44.3	Pending	SH	116	54	46.6	No	
Pacific Islander	0	--	--	--		0	--	--	--	
White (not of Hispanic origin)	260	191	73.5	Yes		261	176	67.4	Yes	
Socioeconomically Disadvantaged	132	63	47.7	Pending	SH	133	61	45.9	No	
English Learners	52	10	19.2	--		52	16	30.8	--	
Students with Disabilities	38	6	15.8	--		38	6	15.8	--	

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

2009 Base API	2010 Growth API	2009-10 Growth	Met 2009 API Criteria	Alternative Method
776	792	16	Yes	

2009 API Criteria for meeting federal AYP: A minimum "2009 Growth API" score of 650 OR "2008-09 Growth" of at least one point.

### Graduation Rate

Rate for 2008, Class of 2006-07	Rate for 2009, Class of 2007-08	Change	Average 2-Year Change	Met 2009 Graduation Rate Criteria	Alternative Method



# School Adequate Yearly Progress Chart

## 2010 Accountability Progress Report

California Department of  
Education  
Assessment, Accountability and  
Awards Division

**Made AYP:**

No

**Met AYP Criteria:**

**English-Language Arts**      **Mathematics**

**Arts**      **s**

[Participation Rate](#)

Yes      Yes

[Percent Proficient](#)

Pending      No

[Academic Performance Index](#)

[\(API\)](#)

Yes

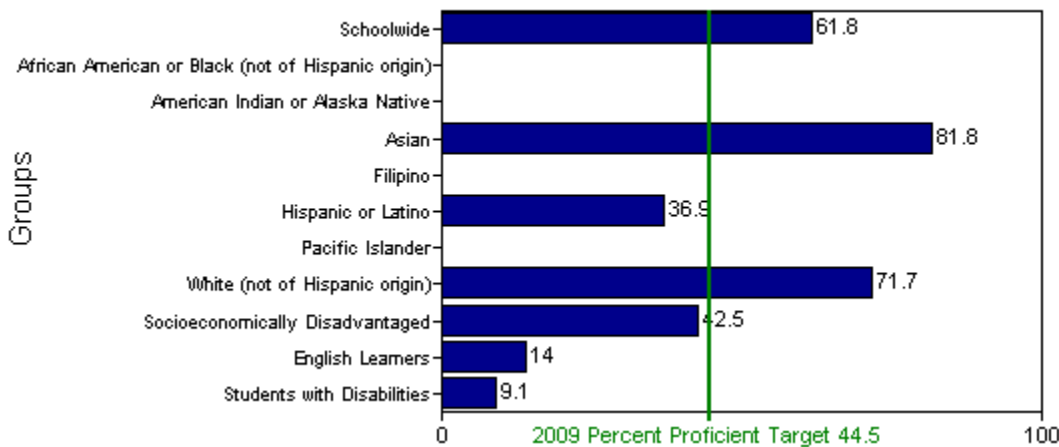
[- Additional Indicator for AYP](#)

[Graduation Rate](#)

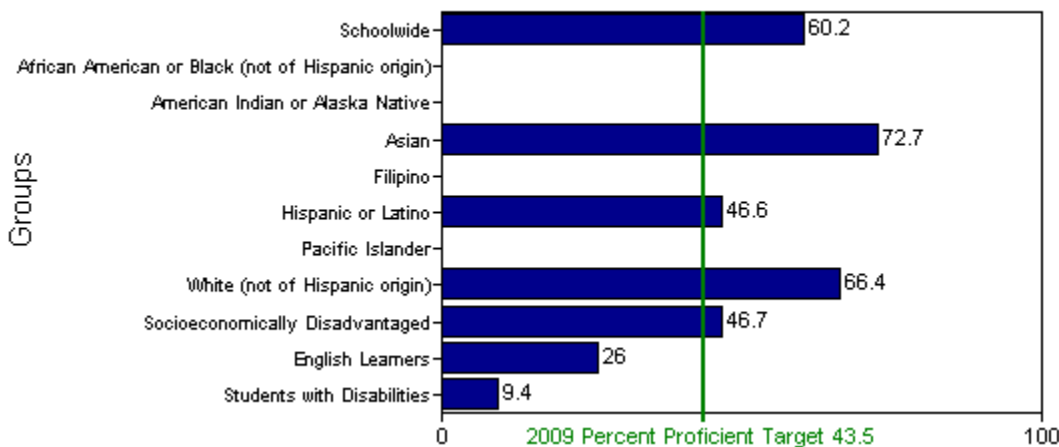
Yes

**\*Insert New Charts Below**

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient

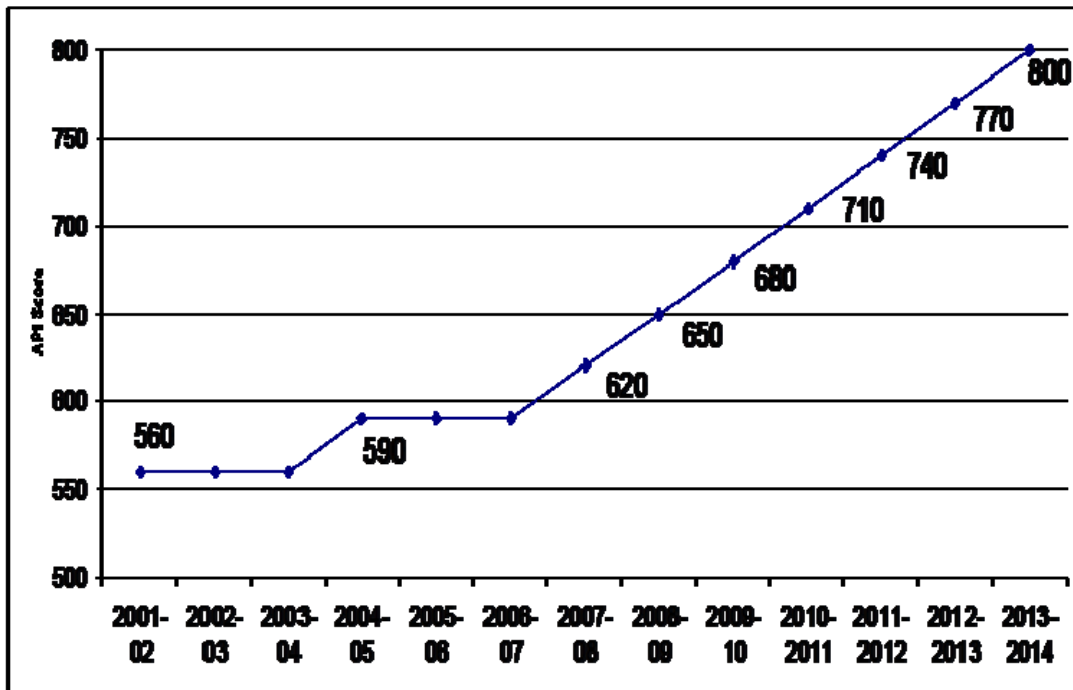


**State Accountability: API**

*Progress Reports*

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

API Status Bar





## School Academic Performance Index Chart

### 2009-10 Accountability Progress Report

<a href="#">2009 Base API</a>	<a href="#">2010 Growth API</a>	Growth in the API from 2009 to 2010
776	792	16

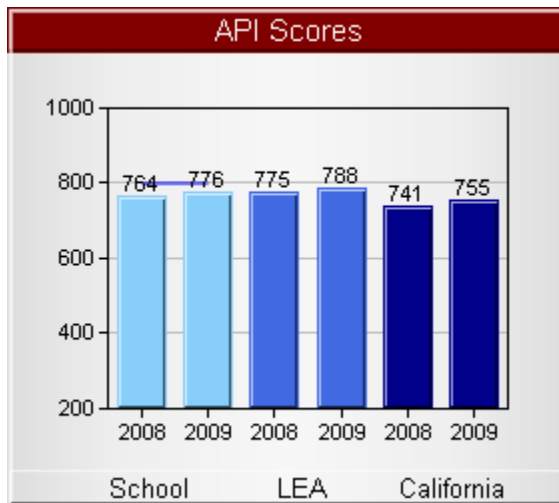
#### Met 2009--10 Growth API

##### Targets:

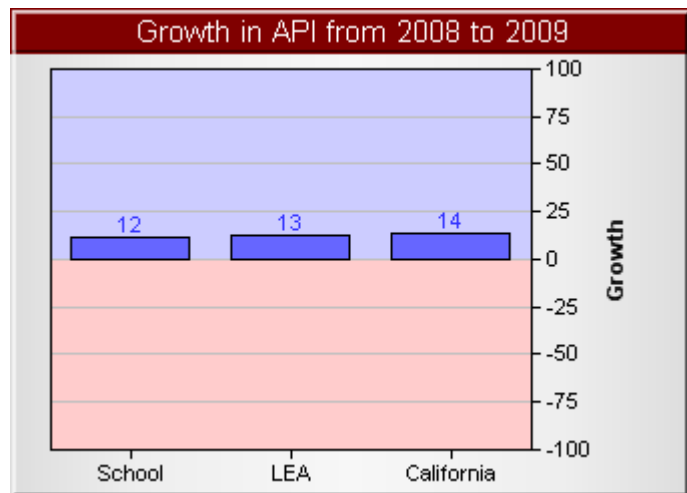
<a href="#">Schoolwide</a>	Yes
<a href="#">All Subgroups</a>	Yes
<a href="#">Both</a>	Yes

Schools that do not have a valid 2008 Base API will not have any growth or target information.

#### Insert New Charts Below



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



School: Oakdale High  
LEA: Oakdale Joint  
Unified



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

*California Department of  
Education  
Assessment, Accountability and  
Awards Division*

	API				Met Growth Target		
<a href="#">Number of Students included in the 2010 Growth API</a>	<a href="#">2010 Growth</a>	<a href="#">2009 Base</a>	<a href="#">2009-10 Growth Target</a>	<a href="#">2009-10 Growth</a>	<a href="#">Schoolwide</a>	<a href="#">All Subgroups</a>	<a href="#">Both Schoolwide and Subgroups</a>
1132	792	776	5	16	Yes	Yes	Yes

### Similar Schools

#### Median API

<a href="#">2010 Growth</a>	<a href="#">2009 Base</a>
796	784

Click on the median value heading to link to the list of 2008 Base API similar schools. This list contains schools, which were selected specifically for the reported school for the 2008 Base API Report.

### Subgroups

#### Subgroup API

	<a href="#">Number of Students Included in 2009 API</a>	<a href="#">Numerically Significant in Both Years</a>	<a href="#">2010 Growth</a>	<a href="#">2009 Base</a>	<a href="#">2009-10 Growth Target</a>	<a href="#">2009-10 Growth</a>	<a href="#">Met Subgroup Growth Target</a>
African American (not of Hispanic origin)	18	No					
American Indian or Alaska Native	11	No					
Asian	26	No					
Filipino	12	No					
Hispanic or Latino	308	Yes	744	706	5	38	Yes
Pacific Islander	1	No					
White (not of Hispanic origin)	756	Yes	812	803	A	9	Yes
Socioeconomically Disadvantaged	378	Yes	725	702	5	23	Yes
English Learners	145	Yes	675	624	9	51	Yes
Students with Disabilities	110	No	552				

In order to meet federal requirements of No Child Left Behind, a 2009 Growth API is posted even if a school or LEA had no 2008 Base API or if a school had significant population changes from 2008 to 2009. 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 2008 or 2009. 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 2008.
- "B" means the school did not have a valid 2008 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 2008 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 2009 Growth API of 650 or a one-point increase from 2008 Base API to 2009 Growth API for a school or LEA.



## 2009-10 Preliminary Title III School Accountability Data

California Department of Education  
 Assessment, Accountability and Awards Division  
 Released September 13, 2010

LEA: Oakdale Joint Unified  
 CD Code: 5075564

This report contains preliminary information on school-level performance on the Title III English language proficiency Annual Measurable Achievement Objectives (AMAOs) 1 and 2 as measured on the 2008 California English Language Development Test (CELDT). These school-level data are reported for informational purposes. Under Title III, funding and accountability are at the local educational agency or consortia level.

CDS Code	School Name	Number of 2008 Annual CELDT Takers	AMAO 1 - Annual Growth						
			Percent with Prior Year Data	Number in Cohort 1	Number met AMAO 1	Percent met AMAO 1	Number in Cohort 2	Number met AMAO 2	Percent met AMAO 2
<b>District Data:</b>		<b>540</b>	<b>100.0%</b>	<b>540</b>	<b>299</b>	<b>55.4%</b>	<b>401</b>	<b>83</b>	<b>20.7%</b>
<b>Elementary Schools</b>									
5075564-6052880	CLOVERLAND EL	82	100.0%	82	45	54.9%	86	14	16.3%
5075564-6052898	FAIR OAKS ELE	89	100.0%	89	57	64%	88	27	30.7%
5075564-6100390	MAGNOLIA ELEM	85	100.0%	85	43	50.6%	77	14	18.2%
5075564-0107979	SIERRA VIEW ELEM	125	100.0%	125	67	53.6%	122	25	20.5%
<b>Middle Schools</b>									
5075564-6052906	OAKDALE JUNIOR	70	100.0%	70	41	58.6%	7	--	--
<b>High Schools</b>									
5075564-5031950	EAST STANISLAUS	7	100.0%	7	--	--	1	--	--
5075564-5035654	OAKDALE HIGH	82	100.0%	82	45	54.9%	20	--	--

No data reported if there are less than 30 in the cohort. No Values will be printed for AMAO1 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**

**HIGH SCHOOL**

Site Name: **Oakdale High School**

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	792	A minimum API score of 710			X
AYP (ELA) ▪ School-wide	64%	66.7 % Proficient or Advanced			X
AYP (ELA) ▪ Hispanic	44.3%	66.7 % Proficient or Advanced			X
AYP (ELA) ▪ Socio-economically Disadvantaged	47.7%	66.7 % Proficient or Advanced			X
AYP (ELA) ▪ English Learners	19.2%	66.7 % Proficient or Advanced			X
AYP (ELA) ▪ students with disabilities	15.8%	66.7 % Proficient or Advanced			X
AYP (ELA) • White	73.5%	66.7 % Proficient or Advanced			X
AYP (Math) ▪ School-wide	61.7%	66.1% Proficient or Advanced			X
AYP (Math) ▪ Hispanic	46.6%	66.1% Proficient or Advanced			X
AYP (Math) ▪ Socio-economically Disadvantaged	45.9%	66.1% Proficient or Advanced			X
AYP (Math) ▪ English Learners	30.8%	66.1% Proficient or Advanced			X
AYP (Math) ▪ Students with Disabilities	15.8%	66.1% Proficient or Advanced			X
AYP (Math) • White	67.4%	66.1% Proficient or Advanced			X
AMAO 1	54.9%				
AMAO 2	*				

Comments: \*No calculation was performed for that AMAO due to less than 25 in the cohort group.

## High School ELA Program Data Analysis 2009-2010

AYP	Spring 2010 Achievement	Spring 2011 AYP GOAL	Will goal be met?
• ELA AYP % Participation	99%	95%	Yes
• ELA AYP % Prof/Adv	64%	66.7%	Hopefully

### Spring 2010 STAR ELA Subgroup Gap Analysis

Subgroup	Spring 10 Achievement	Spring 2011 AYP Goal	Schoolwide Achievement	GAP
Hispanic	44.3%	66.7%	64%	19.7%
Socio-economically Disadvantaged	47.7%	66.7%	64%	16.3%
English Learners	19.2%	66.7%	64%	44.8%
Students with Disabilities	15.8%	66.7%	64%	48.2%
White	73.5%	66.7%	64%	-9.5%

- All statistically significant subgroups show a gap; however, Students with Disabilities and English Learners have the most significant gap so consequently they will receive the greatest amount of attention.

### STAR ELA Subgroup Gap Analysis Over Time

#### English Learners

STAR Testing	Subgroup Achievement	AYP Goal	GAP	Schoolwide Achievement
Spring 2003	14.2	11.2	41.5	55.7
Spring 2004	28.5	11.2	27.1	55.6
Spring 2005	12.5	11.2	44.4	56.9
Spring 2006	14.3	22.3	42.7	57.0
Spring 2007	24.3	22.3	24.9	49.2
Spring 2008	38.2	33.4	22.6	60.8
Spring 2009	14.0	44.5	47.8	61.8
Spring 2010	19.2	55.6	44.8	64.0

- The gap is slightly smaller than last year but continues to be large; our subgroup improved from the previous year but is still a long way from the targeted AYP goal.

### STAR ELA Subgroup Gap Analysis Over Time

#### Students with Disabilities

STAR Testing	Subgroup Achievement	AYP Goal	GAP	Schoolwide Achievement
Spring 2003	13.5	11.2	42.2	55.7
Spring 2004	11.7	11.2	43.9	55.6
Spring 2005	10.5	11.2	46.4	56.9
Spring 2006	10.6	22.3	46.4	57.0
Spring 2007	7.1	22.3	42.1	49.2
Spring 2008	6.5	33.4	54.3	60.8
Spring 2009	9.1	44.5	52.7	61.8
Spring 2010	19.2	55.6	44.8	64.0

- The gap has decreased since the prior two years but continues to be large; our subgroup did see an increase in achievement of over 10% from the previous year. This subgroup definitely needs continued attention so we do not fall further behind other subgroups.

STAR ELA Subgroup Gap Analysis Over Time

Hispanic

Spring 2003	30.3	11.2	55.7	25.4
Spring 2004	40.9	11.2	55.6	14.7
Spring 2005	38.6	11.2	56.9	18.3
Spring 2006	36.2	22.3	57.0	20.8
Spring 2007	39.8	22.3	49.2	9.4
Spring 2008	43.2	33.4	60.8	17.6
Spring 2009	36.9	44.5	61.8	24.9
Spring 2010	44.3	55.6	64.0	19.7

4. The gap is somewhat closing when compared to the previous year.

STAR ELA Subgroup Gap Analysis Over Time

Socio-Economically Disadvantaged

STAR Testing	Subgroup Achievement	AYP Goal	Schoolwide Achievement	GAP
Spring 2003	28.5	11.2	55.7	27.2
Spring 2004	36.1	11.2	55.6	19.5
Spring 2005	39.4	11.2	56.9	17.5
Spring 2006	36.2	22.3	57.0	20.8
Spring 2007	36.0	22.3	49.2	13.2
Spring 2008	40.4	33.4	60.8	20.4
Spring 2009	42.5	44.5	61.8	19.3
Spring 2010	47.7	55.6	64.0	16.3

5. The gap is not closing. We have seen growth in the past but it is not enough to stay with the target goal.

### Spring 2010 ELA Gap Analysis – By Grade

Subgroup/Area	% Pro/Adv	Spring 2011 Goal	GAP
9 <sup>th</sup> Grade	67%	66.7%	-3.0
10 <sup>th</sup> Grade	58%	66.7%	6.0
11 <sup>th</sup> Grade	47%	66.7%	17.0

6. The largest gap exists at the 11<sup>th</sup> grade, which is consistent with past years
7. The smallest gap exists at the 9<sup>th</sup> grade which is already at the goal set for the spring of 2011.

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

Grade	Spring 2007	Spring 2008	Spring 2009	Spring 2010
9th Grade	54%	59%	62%	67%
10th Grade	40%	50%	54%	58%
11th Grade	37%	42%	48%	47%

8. All grade levels are closing the gap in ELA but we are not keeping pace with the target goal particularly at the 11<sup>th</sup> grade level.

#### KEY FINDINGS:

- What subgroup(s) demonstrate a significant gap? English Learners and Students with Disabilities are our two subgroups with the most significant gap.

#### RECOMMENDATIONS:

- Include ELD teacher in English Department Meetings
- Include Resource/SDC teacher in pertinent English Department Meetings
- Create a pacing guide
- Investigate purchase of ELA curriculum
- Ensure curriculum rigor for students with disabilities.
- Collaboration needed between resource and English teachers.
- Add English support classes for at risk students.
- Investigate purchase of reading intervention curriculum, training, identification process, and inclusion into master schedule.
- All English/Resource teachers receive AB466 training in ELA curriculum.
- Principal pursues SB472 training to support monitoring of implementation
- Edusoft training to support data-informed instruction.
- Department meetings:
  - 1<sup>st</sup> Quarter: STAR/CAHSEE results: Blueprints, review/revise pacing calendar, de-construct standard to ensure appropriate instructional rigor is in place, share best practices to address identified standards.
  - 2<sup>nd</sup> – 4<sup>th</sup> Quarters: Review previous benchmark results, identify standards to review, identify students not mastering standards, identify support to be offered to students

## **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?

- 1) Currently the ELA courses are aligned to state standards.
- 2) There is a need for staff development for the teachers of students with disabilities to help increase the rigor of the curriculum.
- 3) There is a need for the English department to develop and implement a pacing guide that will improve the quality of the support for students with disabilities and English Learners, as well as the development of support class for at risk students.

### 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)

- 1) Students with disabilities need increased rigor in standards based curriculum.
- 2) Staff development and the pacing guide will support these instructional strategies.

### 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?

- 1) Extended learning opportunities include summer school, night school, CAHSEE remediation, lunchtime office hours, and extended library hours.
- 2) Students scoring below proficient are not required to take advantage of extended learning time.
- 3) There is not a mechanism to track participation and measure growth for students in established interventions.
- 4) No significant data analysis exists at this time.
- 5) The curriculum of night school and summer school need to be more rigorous. Staff development will also help to improve the rigor.
- 6) We need to assess the success of the existing extended learning times/programs before more are offered.

### 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?

- 1) We offer a reading program.
- 2) Currently, the reading classes are providing reading support; however, there is a need for a more expansive approach to assist

at risk students.

- 3) There needs to be staff development as well as updated materials to help teachers of students with disabilities, English Learners, and students at risk increase the rigor and align with the college prep English classes.
- 4) In addition to extended learning times we need to offer English support classes for the above referenced students.
- 5) There will be a need for additional materials, training, and staff allocations.

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?

- 1) Sophomores and juniors are showing the least progress.
- 2) The pacing guides and staff collaboration will be needed to support the juniors and sophomores success in English.

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?

- 1) Parents are notified with progress reports, grade reports, back-to-school nights, parent newsletters, Connect Ed, and email access. Parents may also have their students use the grade check form.
- 2) Parents of at risk students are not generally represented in parent volunteer organizations. EL parents are involved in the ELAC meetings that are held quarterly.
- 3) Connect Ed is used to notify parents of upcoming meeting or events and is done in both English and Spanish.
- 4) At this time, we do not meet with parents to help them interpret STAR test results, Report Cards or GPA. In the past, we have provided an opportunity for parents to discuss the STAR results and experienced limited participation. Parents can contact the counseling office for assistance concerning CST test results, report cards, and GPA. There are meetings held to inform parents of scholarship opportunities. Many parents participate in these events.
- 5) Parents are our most important allies when working to improve student achievement. The need for students to have a structured homework time and place is paramount, as well as a time for students to discuss their work with their parents. We need to find a way to convey to parents how important these strategies are in order to improve student achievement.

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?

- 1) Language classes for EL parents are necessary and provided through Adult Education.
- 2) Resources that currently exist that parents should be made aware of are adult classes, the Family Support Network, and Columbia college classes.
- 3) The adult school schedule of classes needs to be sent home to all parents of OHS students and it needs to be translated into Spanish and provide access on the District web site. These resources can also be listed in the quarterly newsletter.

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**Form B: Centralized Support for Planned Improvements in Student Performance**

**PROGRAM SUPPORT GOAL # 1**

(Based on conclusions from Analysis of Program Components and Student Data pages)

By Spring 2012, OHS will meet/exceed 800 API with the goal of increasing English 9th-11<sup>th</sup> grade API scores.

**Student Subgroups supporting this goal: spring 2010 achievement and 10-11 student enrollment number.**

- English 9: (2010-2011 student enrollment: 381)  
64 % Pro/Adv on spring 2010 CST  
14% FBB/BB on spring 2010 CST
- English 10: (2010-2011 student enrollment: 363)  
58% Pro/Adv on spring 2010 CST  
15% FBB/BB on spring 2010 CST
- English 11: (2010-2011 student enrollment: 339)  
47%Pro/Adv on spring 2010 CST  
23% FBB/BB on spring 2010 CST

**Anticipated annual growth for each Subgroup:**

- English 9:  
69% Pro/Adv on spring 2010 CST  
9% FBB/BB on spring 2010 CST
- English 10:  
63% Pro/Adv on spring 2010 CST  
10% FBB/BB on spring 2010 CST
- English 11:  
52% Pro/Adv on spring 2010 CST  
18% FBB/BB on spring 2010 CST

**Department Target Groups/Goals for 2010-2011**

**Benchmark Testing Results to monitor progress toward Department Goal**

Subgroup <u>Current</u> Proficiency Level	# of students in each Target Group	Minimal # of Students to Achieve Dept. Goal  5% of Course Enrollment	Subgroup Proficiency Level <u>Goal</u>	Quarter 1	Quarter 2	Quarter 3
English 9 <u>B</u> (8 <sup>th</sup> )	381	19	English 9 <u>Pro/Adv</u>			
English 9 <u>FBB/B</u> (8 <sup>th</sup> )	381	19	English 9 <u>B</u>			
English 10 <u>B</u> (9 <sup>th</sup> )	363	18	English 10 <u>Pro/Adv</u>			
English 10 <u>FBB/BB</u> (9 <sup>th</sup> )	363	18	English 10 <u>B</u>			
English 11 <u>B</u> (10 <sup>th</sup> )	339	16	English 11 <u>Pro/Adv</u>			
English 11 <u>FBB/BB</u> (10 <sup>th</sup> )	339	16	English 11 <u>B</u>			

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Actions to be Taken to Reach This Goal <sup>1</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>2</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1) Create new standards based pacing guides	Jan. 2011 Sept. 2013	0	0	NA
2) Increase use of ERWC Critical Reading Strategies through expository text (newspaper, journals, etc...).	Nov. 2010 Ongoing	Student consumable copies of Expos. Text		Site Budget
3) Release time to collegial observation	Current School Year Ongoing	Substitutes	\$4800.	District (Curriculum & Development)
4) Release time to discuss observations and successful strategies.	Current School Year Ongoing	Substitutes	\$4800.	District

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

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

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**High School 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	61.7%	66.1%	Hopefully

Spring 2009 STAR MATH Subgroup Gap Analysis				
Subgroup	Spring 10 Achievement	Spring 2011 Goal	Schoolwide Achievement	GAP
Hispanic	46.6%	66.1%	61.7%	15.1%
Socio-economically Disadvantaged	45.9%	66.1%	61.7%	15.8%
English Learners	30.8%	66.1%	61.7%	30.9%
Students with Disabilities	15.8%	66.1%	61.7%	45.9%
White	67.4%	66.1%	61.7%	-5.7%

1. All statistically significant subgroups show a gap; however, Students with Disabilities and English Learners have the most significant gap so consequently they will receive the greatest amount of attention.

STAR MATH Subgroup Gap Analysis Over Time				
Hispanic				
STAR Testing	Subgroup Achievement	AYP Goal	GAP	Schoolwide Achievement
Spring 2003	24.5	9.6	23.6	48.1
Spring 2004	36.3	9.6	13.8	50.1
Spring 2005	47.0	9.6	9.0	56.0
Spring 2006	33.7	20.9	17.2	50.9
Spring 2007	51.8	20.9	1.5	53.3
Spring 2008	39.8	32.2	19.7	59.5
Spring 2009	46.6	43.5	13.6	60.2
Spring 2010	46.6	54.8	15.1	61.7

2. The gap slightly increased from the previous year and we did not reach our AYP goal for this subgroup.

STAR MATH Subgroup Gap Analysis Over Time				
Socio-Economically Disadvantaged				
STAR Testing	Subgroup Achievement	AYP Goal	GAP	Schoolwide Achievement
Spring 2003	28.5	9.6	19.6	48.1
Spring 2004	31.3	9.6	18.8	50.1
Spring 2005	39.4	9.6	16.6	56.0
Spring 2006	33.3	20.9	17.6	50.9
Spring 2007	45.0	20.9	8.3	53.3
Spring 2008	42.2	32.2	17.3	59.5
Spring 2009	46.7	43.5	13.5	60.2
Spring 2010	45.9	54.8	15.8	61.7

3. The gap is slightly increasing from the previous year and we did not reach our AYP goal for this subgroup.

**STAR MATH Subgroup Gap Analysis Over Time**

**English Learners**

STAR Testing	Subgroup Achievement	AYP Goal	GAP	Schoolwide Achievement
Spring 2003	12.5	9.6	48.1	35.6
Spring 2004	28.5	9.6	50.1	21.6
Spring 2005	22.5	9.6	56.0	33.5
Spring 2006	27.1	20.9	50.9	23.8
Spring 2007	48.6	20.9	53.3	4.7
Spring 2008	32.7	32.2	59.5	26.8
Spring 2009	26.0	43.5	60.2	34.2
Spring 2010	30.8	54.8	61.7	30.9

4. There is a large achievement gap that needs to be addressed due to the increase in our target goal.

**STAR MATH Subgroup Gap Analysis Over Time**

**Students with Disabilities**

STAR Testing	Subgroup Achievement	AYP Goal	GAP	Schoolwide Achievement
Spring 2003	12.8	9.6	48.1	35.3
Spring 2004	5.8	9.6	50.1	44.3
Spring 2005	15.8	9.6	56.0	40.2
Spring 2006	10.6	20.9	50.9	40.3
Spring 2007	10.5	20.9	53.3	42.8
Spring 2008	8.7	32.2	59.5	50.8
Spring 2009	9.4	43.5	60.2	50.8
Spring 2010	15.8	54.8	61.7	45.9

5. The gap is closing despite the increase in our target goal; however, the gap is still significant.

**Spring 2010**

Grade	Algebra I		Geometry	
	% Enrolled	Proficient Advanced	% Enrolled	Proficient Advanced
9 <sup>th</sup>	66.8%	40%	16.8%	81%
10 <sup>th</sup>	22.7%	34%	32.9%	26%
11 <sup>th</sup>	6.7%	19%	13.7%	30%

**Spring 2010 MATH Gap Analysis Over**

Subgroup/Area	Spring 2010 Achievement	Spring 2011 Goal	GAP
Algebra I	37	66.1%	24.7
Algebra II	42	66.1%	19.7
Geometry	42	66.1%	19.7
General Math	5	66.1%	56.7
High School Mathematics	81	66.1%	-19.3

6. General Math, followed by Algebra I and then Geometry and Algebra II exhibit the largest Math gap.

7. Summative Math, they are actually almost 20% higher in the area of proficient or advance when compared to our schoolwide achievement exhibit the smallest Math gap.

**Subject Level Percentage Scoring Proficient/Advanced on the MATH CST by course – Over Time**

<b>Subject</b>	<b>Spring 2007</b>	<b>Spring 2008</b>	<b>Spring 2009</b>	<b>Spring 2010</b>
Algebra	25	32	29	37
Algebra II	31	28	39	42
Geometry	33	29	33	42
General Math	20	22	4	5
Summative Mathematics	64	55	52	81

8. Our higher end Math courses are having greater success at closing the gap.

9. Our lower end Math courses are having less success at closing the gap.

## **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?

- 1) All math courses are aligned to the math content standards.
- 2) Staff development is needed and it is an adoption year for new curriculum.
- 3) Algebra I support classes have been implemented and need to be expanded to decrease the number of students taking Algebra I over two/three years. A program needs to be implemented to train students to be math tutors for a tutorial class.

### 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)

- 1) More direct instruction, incorporating the use of the tools such as the response boards.
- 2) Teacher class room visits and coaching are needed to assist the students.

### 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?

- 1) Extended learning opportunities include summer school, night school, CAHSEE remediation, lunchtime office hours, and extended library hours.
- 2) There is not a mechanism to track participation and measure growth for students in established interventions.
- 3) The curriculum of night school and summer school need to be more rigorous. Staff development will also help to improve the rigor.
- 4) An after school peer tutoring class needs to be developed and offered.

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?

- 1) There are three Algebra I support classes. Integrated math is offered to students who need to pass the math portion of the CAHSEE.
- 2) The support classes are effective and should be expanded. Integrated math assists students in order to pass the math portion of the CAHSEE. Both programs should be continued.
- 3) All teachers who will be teaching the support class need to be trained by experienced support teachers. Student response boards need to be incorporated into all support and Algebra classes.
- 4) We need Algebra support classes for students with disabilities and socio-economically disadvantaged so they may be successful in the general education classes.
- 5) New response boards are needed as well as teacher peer training for the support class. There is also a need to train students to be math tutors for the support classes.

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?

- 1) Algebra I and general math are showing the least progress.
- 2) Peer observations and training is needed for teachers of the support classes and teachers of students with disabilities.

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?

- 1) Parents are notified with progress reports, grade reports, back-to-school nights, parent newsletters, Connect Ed, and email access. Parents may also have their students use the grade check form.
- 2) Parents of at risk students are not generally represented in parent volunteer organizations. EL parents are involved in the ELAC meetings that are held quarterly.
- 3) Connect Ed is used to notify parents of upcoming meeting or events and is done in both English and Spanish.
- 4) At this time, we do not meet with parents to help them interpret STAR test results, Report Cards or GPA. In the past, we have provided an opportunity for parents to discuss the STAR results and

experienced limited participation. Parents can contact the counseling office for assistance concerning CST test results, report cards, and GPA. There are meetings held to inform parents of scholarship opportunities. Many parents participate in these events.

- 5) Parents are our most important allies when working to improve student achievement. The need for students to have a structured homework time and place is paramount, as well as a time for students to discuss their work with their parents. We need to find a way to convey to parents how important these strategies are in order to improve student achievement.

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?

- 1) Language classes for EL parents are necessary and provided through Adult Education.
- 2) Resources that currently exist that parents should be made aware of are adult classes, the Family Support Network, and Columbia college classes.
- 3) The adult school schedule of classes needs to be sent home to all parents of OHS students and it needs to be translated into Spanish and provide access on the District web site. These resources can also be listed in the quarterly newsletter.

## 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 # 2

(Based on conclusions from Analysis of Program Components and Student Data pages)

By Spring 2012, OHS will meet/exceed 800 API with the goal of increasing Algebra I, Geometry, Algebra 2 and Summative Math (Algebra A and Algebra B) API scores.

#### Student Subgroups supporting this goal: spring 2010 achievement and 10-11 student enrollment number.

- Algebra I: (2010-2011 student enrollment: 390)
  - 37% Pro/Adv on spring 2010 CST
  - 33% FBB/BB on spring 2010 CST
- Geometry: (2010-2011 student enrollment: 195)
  - 42% Basic on spring 2010 CST
  - 20% FBB/BB on spring 2010 CST
- Algebra II (2010-2011 student enrollment: 163)
  - 42% Basic on spring 2010 CST
  - 21% FBB/BB on spring 2010 CST
- Summative Math (70)
  - 81% Pro/Adv on spring 2010 CST
  - 9% BB on spring 2010 CST

#### Anticipated annual growth for each Subgroup:

- Algebra I:
  - 42% Pro/Adv on spring 2011 CST
  - 28% FBB/BB on spring 2011 CST
- Geometry: (2010-2011 student enrollment: 195)
  - 47%Pro/Adv on spring 2011 CST
  - 15% Basic on spring 2011 CST
- Algebra II
  - 47% Pro/Adv on spring 2011 CST
  - 16% Basic on spring 2011 CST
- Summative Math (70)
  - 84% Pro/Adv on spring 2011 CST
  - 6% Basic on spring 2011 CST

Department Target Groups/Goals for 2010-2011			Benchmark Testing <u>Results</u> to monitor progress toward Department Goal			
Subgroup <u>Current</u> Proficiency Level	# of students in each Target Group	Minimal # of Students to Achieve Dept. Goal	Subgroup Proficiency Level <u>Goal</u>	Quarter 1	Quarter 2	Quarter 3
Algebra I <u>B</u>	164	19	Algebra I Pro/Adv			
Algebra I <u>FBB/B</u>	168	19	Algebra I Basic			
Geometry Pro/Adv	112	112	Geometry Pro/Adv			
Geometry <u>FBB/BB</u>	22	9	Geometry Basic			
Algebra II Pro/Adv	112	112	Algebra II Pro/Adv			
Algebra II <u>FBB/BB</u>	38	8	Algebra II Basic			

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<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>3</sup>                      Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>4</sup>                      Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>
<p>1. Release time to observe best practices of different teachers.</p>	<p>Immediately</p>	<p>Subs (5 days)</p>	<p>\$500</p>	<p>Site</p>
<p>2. Release time to revise Benchmark exams</p>	<p>Immediately</p>	<p>Subs and copies (4 people – 5 days)</p>	<p>\$2,200</p>	<p>District</p>

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

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

**Form B: Centralized Support for Planned Improvements in Student Performance**

**PROGRAM SUPPORT GOAL # 3**

(Based on conclusions from Analysis of Program Components and Student Data pages)

By Spring 2012, OHS will meet/exceed 800 API with the goal of increasing World History and United States History (End of Course) API scores.

**Student Subgroups supporting this goal: spring 2010 achievement and 10-11 student enrollment number.**

- World History: (2010-2011 student enrollment: 379)  
59% Pro/Adv on spring 2010 CST  
19% FBB/BB on spring 2010 CST
- United States History: (2010-2011 student enrollment: 329)  
47% Pro/Adv on spring 2010 CST  
25% FBB/BB on spring 2010 CST

**Anticipated annual growth for each Subgroup:**

- World History:  
64% Pro/Adv on spring 2011 CST  
14% FBB/BB on spring 2011 CST
- United States History: (2010-2011 student enrollment: 195)  
52% Pro/Adv on spring 2011 CST  
20% FBB/BB on spring 2011 CST

**Department Target Groups/Goals for 2010-2011**

**Benchmark Testing Results to monitor progress toward Department Goal**

Subgroup <u>Current</u> Proficiency Level	# of students in each Target Group	Minimal # of Students to Achieve Dept. Goal  5% of Course Enrollment	Subgroup Proficiency Level <u>Goal</u>	Quarter 1	Quarter 2	Quarter 3
World History <b>B</b> (8 <sup>th</sup> )	87	19	World History <b>Pro/Adv</b>			
World History <b>FBB/B</b> (8 <sup>th</sup> )	53	19	World History <b>B</b>			
US History <b>B</b> (10 <sup>th</sup> )	73	16	US History <b>Pro/Adv</b>			
US History <b>FBB/BB</b> (10 <sup>th</sup> )	58	16	US History <b>B</b>			

<p>Actions to be Taken to Reach This Goal<sup>5</sup>            Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date<sup>6</sup>            Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. Identify target/focus students in each core class who scored FBB/BB/B on previous CST's.            a. Utilize both qualitative (teacher identified) and quantitative (benchmark/formal classroom assessments/assignments) data to identify additional students who require additional instructional support.</p> <p>2. Teachers in core classes will analyze benchmark data quarterly to determine progress towards academic content goals of students performing at FBB/BB/B levels.            b. Utilizing data, core teachers will discuss current practices that have led to increases in target/focus group's gains (as demonstrated by benchmark data).</p> <p>3. Modify and revise benchmark questions on an ongoing basis in order to ensure:            a. correlation to state academic content standards            b. validity of test questions</p> <p>4. Provide target/focus students with intervention opportunities during and outside of traditional academic setting.            a. This intervention will attempt to progress FBB/BB/B students.            b. Intervention will occur in the form of regularly provided review sessions based upon data provided by benchmark examinations</p>	<p>Start: 10/14/10            Completion: 10/27/10</p> <p>Ongoing</p> <p>Ongoing</p> <p>Pending approval of resources</p>	<p>n/a</p> <p>n/a</p> <p>Possible Substitutes</p> <p>Administrative materials and academic based incentives</p>	<p></p> <p>\$400</p> <p>\$1,000</p>	<p></p>

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

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

## 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:

<p><b>PROGRAM SUPPORT GOAL # 4</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>  <b>By Spring 2012, OHS will meet/exceed 800 API with the goal of increasing Life Science and Science (End of Course) API scores.</b></p>						
<p><b>Student Subgroups supporting this goal: spring 2010 achievement and 10-11 student enrollment number.</b></p> <ul style="list-style-type: none"> <li>▪ Life Science: (2010-2011 student enrollment: 333 ) <ul style="list-style-type: none"> <li>58% Pro/Adv on spring 2010 CST</li> <li>12% FBB/BB on spring 2010 CST</li> </ul> </li> <li>▪ Science (End of Course): (2010-2011 student enrollment: see specific courses below) <ul style="list-style-type: none"> <li>42% Pro/Adv on spring 2010 CST</li> <li>17% FBB/BB on spring 2010 CST</li> </ul> </li> </ul>			<p><b>Anticipated annual growth for each Subgroup:</b></p> <ul style="list-style-type: none"> <li>▪ Life Science: <ul style="list-style-type: none"> <li>63% Pro/Adv on spring 2011 CST</li> <li>7% FBB/BB on spring 2011 CST</li> </ul> </li> <li>▪ Science (End of Course): <ul style="list-style-type: none"> <li>47% Pro/Adv on spring 2011 CST</li> <li>12% FBB/BB on spring 2011 CST</li> </ul> </li> </ul>			
<p><b>Department Target Groups/Goals for 2010-2011</b></p>			<p><b>Benchmark Testing <u>Results</u> to monitor progress toward Department Goal</b></p>			
Subgroup <u>Current</u> Proficiency Level	# of students in each Target Group	Minimal # of Students to Achieve Dept. Goal 5% of Course Enrollment	Subgroup Proficiency Level <u>Goal</u>	Quarter 1	Quarter 2	Quarter 3
Life Science FBB/BB (333)	60	17	Life Science FBB/BB			
Life Science Basic (333)	97	17	Life Science Basic			
Biology CP B (333)	96	17	Biology CP Pro/Adv			
Biology CP FBB/B (333)	61	17	Biology CP Basic			
Chemistry Basic (186)	51	9	Chemistry Pro/Adv			
Chemistry FBB/BB (186)	8	9	Chemistry Basic			
Physics: Basic (31)	8	2	Physics: Basic			

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Actions to be Taken to Reach This Goal <sup>7</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date <sup>8</sup> Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1. Staff Release Days Twice a year (teams of two)	Oct 2010	Substitute Teachers	1. \$100 @ day @ teacher.	Site/District
2. Validate Benchmark question alignment with CSTs	Ongoing	None		

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<sup>7</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>8</sup> List the date an action will be taken or will begin, and the date it will be completed.

## 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:

<p><b>PROGRAM SUPPORT GOAL # 5a</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>  <b>By Spring 2012, OHS will meet/exceed 800 API with the goal of increasing Resource Special Education Students, 9-11<sup>th</sup> grade API scores.</b></p>	
<p><b>Student Subgroups supporting this goal: spring 2010 achievement and 10-11 student enrollment number.</b></p> <ul style="list-style-type: none"> <li>▪ English Language Arts: (2010-2011 student enrollment: 96) 45% FBB/BB on spring 2010 CST</li> <li>▪ Math: (2010-2011 student enrollment: 88) 54% FBB/BB on spring 2010 CST</li> <li>▪ Science: (2010-2011 student enrollment: 53) 38% FBB/BB on spring 2010 CST</li> <li>▪ History: (2010-2011 student enrollment: 54) 50% FBB/BB on spring 2010 CST</li> <li>▪ End of Course Science: (2010-2011 student enrollment: 64) 47% FBB/BB on spring 2010 CST</li> <li>▪ End of Course History: (2010-2011 student enrollment: 28) 43% FBB/BB on spring 2010 CST</li> </ul>	<p><b>Anticipated annual growth for each Subgroup:</b></p> <ul style="list-style-type: none"> <li>▪ English Language Arts: 40% FBB/BB on spring 2011 CST</li> <li>▪ Math: 49% FBB/BB on spring 2011 CST</li> <li>▪ Science: 33% FBB/BB on spring 2011 CST</li> <li>▪ History: 45% FBB/BB on spring 2011 CST</li> <li>▪ End of Course Science: 42% FBB/BB on spring 2011 CST</li> <li>▪ End of Course History: 38% FBB/BB on spring 2011 CST</li> </ul>
<p><b>Department Target Groups/Goals for 2010-2011</b></p>	<p><b>Benchmark Testing <u>Results</u> to monitor progress toward Department</b></p>

			Goal			
Subgroup <u>Current</u> Proficiency Level	# of students in each Target Group	Minimal # of Students to Achieve Dept. Goal  5% of Course Enrollment	Subgroup Proficiency Level <u>Goal</u>	Quarter 1	Quarter 2	Quarter 3
<b>ELA</b>	96	5	<b>ELA</b>			
<b>Math</b>	88	4	<b>Math</b>			
<b>Science</b>	73	4	<b>Science</b>			
<b>History</b>	54	3	<b>History</b>			
<b>EOC Science</b>	64	3	<b>EOC Science</b>			
<b>EOC History</b>	28	1	<b>EOC History</b>			

<p style="text-align: center;">Actions to be Taken to Reach This Goal<sup>9</sup> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date<sup>10</sup> Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>
<ol style="list-style-type: none"> <li>1. Release time to observe best practices of different teachers.</li> <li>2. Identify target/focus students in each core class who scored FBB/BB on previous CST</li> <li>3. Utilize both qualitative (teacher indentified) and quantitative (benchmark/formal classroom assessments/assignments) data to indentify students who require additional instructional support.</li> <li>4. Along with teachers in academic core classes, Special Education teachers will analyze benchmark data quarterly to determine progress towards academic content goals of students performing at FBB/BB levels.</li> <li>5. Ensure that every effort is made to provide appropriate services and a conducive learning environment as is written in the students' IEP (i.e. smaller class sizes, utilize team teaching, paraprofessionals in mainstream classes) to facilitate our special education population accessing the standards based core curriculum to the fullest benefit.</li> </ol>			\$100	Site/District

<sup>9</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.  
<sup>10</sup> List the date an action will be taken or will begin, and the date it will be completed.

## 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:

<p><b>PROGRAM SUPPORT GOAL # 5b</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>  <b>By Spring 2012, OHS will meet/exceed 800 API with the goal of increasing Special Day Class, Special Education Students, 9-11<sup>th</sup> grade API scores.</b></p>	
<p><b>Student Subgroups supporting this goal: spring 2010 achievement and 10-11 student enrollment number.</b></p> <ul style="list-style-type: none"> <li>▪ English Language Arts: (2010-2011 student enrollment: 17) 70% FBB/BB on spring 2010 CST</li> <li>▪ Math: (2010-2011 student enrollment: 22) 86% FBB/BB on spring 2010 CST</li> <li>▪ Science: (2010-2011 student enrollment: 4) 75% FBB/BB on spring 2010 CST</li> <li>▪ History: (2010-2011 student enrollment: 15) 73% FBB/BB on spring 2010 CST</li> <li>▪ End of Course Science: (2010-2011 student enrollment: 22) 77% FBB/BB on spring 2010 CST</li> <li>▪ End of Course History: (2010-2011 student enrollment: 9) 78% FBB/BB on spring 2010 CST</li> </ul>	<p><b>Anticipated annual growth for each Subgroup:</b></p> <ul style="list-style-type: none"> <li>▪ English Language Arts: 65% FBB/BB on spring 2011 CST</li> <li>▪ Math: 81% FBB/BB on spring 2011 CST</li> <li>▪ Science: 70% FBB/BB on spring 2011 CST</li> <li>▪ History: 68% FBB/BB on spring 2011 CST</li> <li>▪ End of Course Science: 72% FBB/BB on spring 2011 CST</li> <li>▪ End of Course History: 43% FBB/BB on spring 2011 CST</li> </ul>

Department Target Groups/Goals for 2010-2011			Benchmark Testing <u>Results</u> to monitor progress toward Department Goal			
Subgroup <u>Current</u> Proficiency Level	# of students in each Target Group	Minimal # of Students to Achieve Dept. Goal  5% of Course Enrollment	Subgroup Proficiency Level <u>Goal</u>	Quarter 1	Quarter 2	Quarter 3
ELA	17	1	ELA			
Math	22	1	Math			
Science	4	0	Science			
History	15	1	History			
EOC Science	22	1	EOC Science			
EOC History	9	0	EOC History			

<p>Actions to be Taken to Reach This Goal<sup>11</sup>            Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date<sup>12</sup>            Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>6. Release time to observe best practices of different teachers.</p> <p>7. Identify target/focus students in each core class who scored FBB/BB on previous CST</p> <p>8. Utilize both qualitative (teacher indentified) and quantitative (benchmark/formal classroom assessments/assignments) data to indentify students who require additional instructional support.</p> <p>9. Along with teachers in academic core classes, Special Education teachers will analyze benchmark data quarterly to determine progress towards academic content goals of students performing at FBB/BB levels.</p> <p>10. Ensure that every effort is made to provide appropriate services and a conducive learning environment as is written in the students' IEP (i.e. smaller class sizes, utilize team teaching, paraprofessionals in mainstream classes) to facilitate our special education population accessing the standards based core curriculum to the fullest benefit.</p>			<p>\$100</p>	<p>Site/District</p>

<sup>11</sup> See *Appendix B: Chart of Requirements for the SPSA* for content required by each program or funding source supporting this goal.

<sup>12</sup> List the date an action will be taken or will begin, and the date it will be completed.

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Funding Source	Site (General)	SIP	CAHSEE	Overall Total
Amount	\$85,878	\$77,571	\$13,583	
Goal 1 Expenditures				
Materials/Supplies	\$2,160	\$15,514		
Instructional Support			\$2,500	
Testing Materials/Supplies			\$1,500	
Operational/Site Support	\$19,201		\$2,791	
Goal 2 Expenditures				
Materials/Supplies	\$1,944	\$15,514		
Instructional Support			\$2,500	
Testing Materials/Supplies			\$1,500	
Operational/Site Support	\$15,361		\$2,792	
Goal 3 Expenditures				
Materials/Supplies	\$1,944	\$15,514		
Operational/Site Support	\$15,361			
Goal 4 Expenditures				
Material/Supplies	\$1,944	\$15,515		
Operational/Site Support	\$15,361			
Goal 5 Expenditures				
Materials/Supplies	\$1,080	\$15,514		
Operational/Site Support	\$11,522			
<b>TOTAL</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$177,032</b>

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	<b>Program</b>	<b>Oakdale High School</b>			<b>District</b>			<b>Total</b>
		<i>Discretionary</i>	<i>Reserve</i>	<i>Salaries</i>	<i>Discretionary</i>	<i>Reserve</i>	<i>Salaries</i>	
<b>Unrestricted</b>	0000-General Ed Discretionary	85,878			432,550			619,532
	0000-Operations & Grounds Discr				157,755			157,755
	0032-MAA				143,000			143,000
	0042-Tech Reserve & Replacement				100,000			100,000
	0063-After School Grants & Fit For TF							1,566
	0072-Donations, Drive to Survive				29,710			29,710
	0075-WAMU Grant				540			540
	0600-9th Grade CSR						143,569	143,569
	0605-Deferred Maintenance				178,925			178,925
	0608-Community Based Engl Tutoring						15,263	15,263
	0609-ROP			171,087				171,087
	0610-Adult Ed			40,152	2,334		31,797	149,584
	0611-School Safety			70,397				70,397
	0612-Arts & Music				53,902		23,763	77,665
	0613-CAHSEE Intensive Instr	13,583			27,684			41,267
	0613-Hourly Programs				88,375			88,375
	0614-Suppl School Counselors			116,500				170,043
	0616-GATE						78,073	78,073
	0617-Instr Materials Funding RP				284,064			284,064
	0621-PAR/Mentor Teacher				20,568			20,568
	0625-Prof Dev-Math & Reading				41,922			41,922
0631-Pupil Retention BG			18,341				60,700	
0634-Professional Dev BG				28,826			28,826	
0635-Targeted Instr Impv BG						161,169	161,169	
0636-School & Lib Impv BG	77,571		70,929	50,623		56,551	362,084	
1100-Lottery						555,580	555,580	

HTS

	1300-K-3 CSR							5,584,236
<b>Federal</b>	3010-Title I				79,582		48,665	637,142
	3011-Title I ARRA				24,448		12,196	180,720
	3200-SFSF ARRA		158,044			748	263,147	728,974
	3310-IDEA		194,499		42,864		237,601	880,195
	3313-IDEA ARRA Basic				200,996		274,505	487,183
	3319-IDEA Preschool				12,319			12,319
	3324-IDEA Preschool				13,937			13,937
	3550-Perkins	28,214						28,214
	3710-Title VI Safe & Drug Free				1,818			1,818
	4035-Title II Imprv Teacher Qlty				295,111		19,482	376,440
	4045-Title II EETT				6,419			6,419
	4201-Title III Immigrant Ed						8,140	8,140
	4203-LEP				93,219			93,219
	<b>State</b>	6010-ASES				38,486		39,093
6286-ELAP					56,349			56,349
6300-Inst Mat Lottery					181,101			181,101
6500-Special Ed			725,640		2,828,129		1,114,603	5,996,092
6506 Special Ed CAHSEE					61,467			61,467
7010-Agricultural Voc Ed		9,061						9,061
7090-Economic Impact Aid			43,827	33,090	9,616	31,577	32,060	567,298
7230-Home To School Transp					413,681		703,430	1,117,111
9076-TUPE Consortium			3,000	27,822			33,822	
9119-BTSA				12,874			12,874	
9210-ROP Lottery	6,931						6,931	
<b>Totals:</b>		221,238	43,827	1,601,679	6,041,016	32,325	3,818,687	21,349,523

Oakdale Joint Unified School District  
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Oakdale Joint Unified School District  
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**School Site Council Membership**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Mike Moore	X				
Pete Simoncini		X			
Ed Rapinchuk		X			
Em Rippe		X			
Becky Hammond			X		
Terri Vandagriff			X		
Kathy Bauman				X	
Robyn Kuppens				X	
Barbara Thompson				X	
Austin Clayton (9)					X
Mason Schmidt (10)					X
Hank Walter (11)					X
Daniel Dunning (12)					X



# School Parental Involvement Policy

**Oakdale 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 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 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 various Booster clubs (Academic, Sports, and Music) 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 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 Parental Involvement Policy will be posted on the school's website.
3. **Oakdale 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.
  4. **Oakdale High School** will hold a flexible number of meetings at varying times, and provide transportation and child care 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.
    - Booster club meetings (Academic, Sports, and Music) will be held monthly.
    - Invitations to all parent meetings will include contact information to arrange transportation for any parents/guardians needing transportation.
  5. **Oakdale 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.
    - Quarterly 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.
  6. **Oakdale 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.
    - All Booster clubs (Academic, Sports, and Music) will have a regularly scheduled meeting time and location.
  7. **Oakdale 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 High School** will support a partnership among the school, parents and the community to improve student academic achievement as described below:

1. 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,
  - 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

- Parent Handbook in the Beginning of the Year Packet.
  - Information posted on the district/school website.
2. 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:
      - College & Career Night
      - Senior Parent Night including FAFSA
      - 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
  3. 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.
    - The school will collaborate with the various Booster groups (Academic, Sports, and Music) on a monthly basis.
  4. 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.
    - Connect Ed
    - Quarterly Newsletters

#### **PART IV. 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. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and childcare 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.
3. 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.
  4. 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 community meetings between teachers and/or staff.
  5. Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement programs:
    - 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.
  6. 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.
  7. 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, as evidenced by \_\_\_\_\_.

This policy was adopted by **Oakdale High School** on mm/dd/yy and will be in effect for the period of \_\_\_\_\_ . The school will distribute this policy to all parents on or before \_\_\_\_\_: It will be made available to the local community on or before \_\_\_\_\_. **Oakdale 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)*