

**Oakdale Joint Unified School District**  
**2011 – 2014 THREE – FIVE YEAR OPERATIONAL PLAN**



**OJUSD Three Year Operational Plan Timeline**

**July, 2011** District Office Revision and Review. Invitations sent out for members of the “Oakdale Community Education Council” (OCEC). The OCEC formation was advertised in the Oakdale Leader, OJUSD website and a staff newsletter. Recommendations were also received from site principals.

**OCEC Members:**

Jill Clayton	LeAnn Croasdale
Max Cowan	Jennifer DeGraff
Frank Dykes	Teresa Dykzeul
Margaret Eilrich	Kevin Fox
Johanna Frame	Shelli Holcomb
Mark Mutoza	Karen O’Bannon
Jonna Ohe	Dan Paulus
Kim Paulus	Henry Raven
Melanie Sluggett	Dave Snyder
Karen Terra	Barbara Thompson

**August, 2011** Site Administration Revision and Review; OCEC Review.

**September, 2011** OCEC Review.

**October, 2011** OCEC Review and Final Revision.  
Plan Forwarded to Board of Trustees for Review.

**November, 2011** Three Year Operational Plan Presented to Board for recommended adoption.

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"A BRIGHT FUTURE"

**Objectives and Desired Outcomes.** For each of the Strategies contained in the Strategic Plan, the Board has adopted the following objectives and desired outcomes it would like to see achieved within the next three to five years. These objectives and outcomes will guide School District administration in developing concrete annual Action Plans that will help move the district forward toward achieving its long-range goals. These objectives and outcomes are stated in measurable terms to the extent possible to enable the Board to assess progress on an annual basis.

**GOAL 1. QUALITY SCHOOL FACILITIES AND LEARNING ENVIRONMENT. ALL DISTRICT FACILITIES ARE MODERN, OF APPROPRIATE SIZE, WELL-MAINTAINED, AND SAFE AND SECURE TO ENSURE A SUPPORTIVE AND TOLERANT LEARNING ENVIRONMENT FOR ALL.**

### 1.A. FACILITIES:

**Strategy 1.A.1. Comprehensive Long-Range Facilities Plan.** Involve the community in developing a comprehensive long-range facilities plan that addresses modernizing existing facilities, establishing equity between school sites, and building new schools as population demands increase for all schools within the district.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>1.A.1.1. Facilities Planning Committee.</b> Long-range facilities needs for the District are identified and planned for by a District-Wide Facilities Planning Committee.</p>	<ul style="list-style-type: none"> <li>• A District-wide Facilities Planning Committee, with representation of teachers, staff, parents, district administration, and other community stakeholders, is created and charged with developing a Long-Range Facilities Plan.</li> <li>• The Facilities Planning Committee reviews community input and conducts other facilities reviews and needs assessments.</li> <li>• A Long-Range Facilities Plan, that ensures parity among all schools in improvements, is developed based on community input, presented to the community for comment, revised as needed, and presented to the Board of Trustees for adoption.</li> </ul>

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<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>1.A.1.2. High School.</b> Improve High School Facilities to ensure an appropriate learning environment is provided and maintained.</p>	<ul style="list-style-type: none"> <li>• As part of the Long-Range Facilities Plan, assess the needs and feasibility related to new high school facilities, while addressing specific current improvement needs including:                             <ul style="list-style-type: none"> <li>➤ Modernization of Voc Ed Classrooms;</li> <li>➤ Hallways/Restrooms;</li> <li>➤ Library;</li> <li>➤ Computer Lab;</li> <li>➤ Campus layout/security;</li> <li>➤ Cafeteria;</li> <li>➤ Lighting;</li> <li>➤ Office;</li> <li>➤ Other facilities needs, as identified.</li> </ul> </li> <li>• Make facilities as energy efficient as possible.</li> </ul>
<p><b>1.A.1.3. Junior High.</b> Improve Junior High School facilities to ensure an appropriate learning environment is provided and maintained.</p>	<ul style="list-style-type: none"> <li>• As part of the Long-Range Facilities Plan, assess the needs and feasibility related to junior high or middle school facilities, while addressing specific current improvement needs, including:                             <ul style="list-style-type: none"> <li>➤ Sufficient campus and classroom space to serve students from multiple elementary schools;</li> <li>➤ Expansion of permanent classroom space;</li> <li>➤ Cafeteria/Shade Structure;</li> <li>➤ Other facilities needs, as identified.</li> </ul> </li> <li>• Make facilities as energy efficient as possible.</li> </ul>

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<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>1.A.1.4. Elementary Schools.</b> Make Improvements to all existing elementary schools and work toward construction of a new elementary school to ensure appropriate facilities for growing needs.</p>	<ul style="list-style-type: none"> <li>• As part of the Long-Range Facilities Plan, develop a plan for parity in school facilities among all elementary schools, including reducing the use of modular classrooms, and with focus on school-specific facility needs at all sites and planning for future needs.</li> <li>• Make facilities as energy efficient as possible.</li> <li>• Multipurpose Rooms at Cloverland, Fair Oaks and Magnolia.</li> <li>• Renovation of Magnolia Auditorium.</li> </ul>
<p><b>1.A.1.5. District Office.</b> Explore possibilities for future expansion or move to new District Office space to improve staff working conditions and assure ADA compliance.</p>	<ul style="list-style-type: none"> <li>• As part of Long-Range Facilities Plan, identify a full range of options - including available alternative property or land for new construction - to replace current District Office location.</li> <li>• Present recommendation for new District Office facilities to Board of Trustees.</li> <li>• Remodel and move into existing alternative facilities or acquire land and design and build new District Office.</li> <li>• Make facilities as energy efficient as possible.</li> </ul>
<p><b>1.A.1.6. Central Kitchen Food Services.</b> Explore possibilities for future expansion or move to new space to improve staff working conditions and assure ADA compliance.</p>	<ul style="list-style-type: none"> <li>• As part of the long-range Facilities Plan, identify various options in acquiring or building a new Central Kitchen Facility. This may include a different utilization of current District property.</li> </ul>

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**Strategy 1.A.2. Maximize Use of School District Property.** Establish a regular process for review, assessment and possible retirement of all real and personal property currently owned by the school district to identify the most effective use of all property for the long-range needs of the schools.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>1.A.2.1. Sports Facilities.</b> Ensure all district-sponsored sports activities efficiently share sports facilities.</p>	<ul style="list-style-type: none"> <li>• Involve and educate Sports Booster Clubs about the full range of sports activities sponsored district-wide.</li> <li>• Rearrange sports schedules/classes as needed to ensure equitable and maximized use.</li> <li>• Utilize High School/Junior High Athletic Director to organize shared use of district facilities.</li> </ul>
<p><b>1.A.2.2. School Real Property Inventory.</b> All school property is actively in use or held as an appropriate investment for future development.</p>	<ul style="list-style-type: none"> <li>• As part of the Long-Range Facilities Plan, an inventory of school-owned real property is updated and used as an ongoing facilities planning tool.</li> <li>• The School Property Inventory and current status of property use is available for public inspection at the District Office.</li> </ul>

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**Strategy 1.A.3. Community Remodel/Maintenance Program.** To increase public awareness and involvement in the life of our schools, reach out to the community to help with ongoing remodeling/maintenance needs of the schools.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>1.A.3.1. Regular Facilities Repair/Maintenance.</b> All school facilities are regularly maintained by qualified district personnel.</p>	<ul style="list-style-type: none"> <li>• All school personnel are informed of the manner for communicating maintenance needs at school sites and district-wide.</li> <li>• Benchmarks for timely repair/maintenance are established by Facilities personnel with District Office oversight.</li> <li>• Facilities personnel maintain a District-wide Facilities Maintenance Log where all reports of maintenance/repair needs are recorded and status of work completion is tracked.</li> <li>• The District-wide Facilities Maintenance Log is reviewed regularly by the District Superintendent to ensure maintenance needs and benchmarks are being met and reported to teacher, staff, parents and the community.</li> </ul>
<p><b>1.A.3.2. Community Involvement in Ongoing Maintenance.</b> The community is regularly informed and routinely participates in facilities improvement efforts,</p>	<ul style="list-style-type: none"> <li>• Re-energize the OJUSD Community/Schools Improvement Initiative to:                             <ul style="list-style-type: none"> <li>○ Form Facilities Planning Committee;</li> <li>○ Explore Performing Arts Center;</li> <li>○ Identify community improvement projects;</li> <li>○ Oversee volunteer supplies/services; and</li> <li>○ Recognize/reward volunteer contributions in communications with the whole community.</li> <li>○ Develop partnerships to maximize community resources for Facility Projects/improvements.</li> </ul> </li> <li>• The District's Facilities Improvement Plan is communicated well in advance, to engage community involvement.</li> </ul>

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**Strategy 1.A.4. Community Facilities Joint Use Program.** To ensure effective use of resources, actively pursue and develop a joint use program among Oakdale schools, city government, churches and local colleges for joint use of facilities for events, programs, classes and other educational efforts.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>1.A.4.1.</b>  <b>Community/School Facilities Sharing.</b>                      Maximize the use of public facilities through collaboration among schools/the City of Oakdale, local colleges, community churches and other agencies.</p>	<ul style="list-style-type: none"> <li>• As part of the Long-Range Facilities Plan, opportunities for joint use of public facilities are identified, including:                             <ul style="list-style-type: none"> <li>○ Junior High Gym;</li> <li>○ Swimming pool;</li> <li>○ Community/educational theater;</li> <li>○ After School programs;</li> <li>○ Summer Programs, and</li> <li>○ Other community/school facilities options.</li> </ul> </li> <li>• Execute needed joint use contracts/agreements.</li> <li>• Implement and monitor results of shared facilities use.</li> </ul>

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### 1.B. SAFE AND SUPPORTIVE SCHOOL LEARNING ENVIRONMENT

**Strategy 1.B.1 School Environment.** Actively encourage the use of effective conflict resolution and other programs that honor our diversity. Teach respect, tolerance, and personal and community responsibility to help students understand how each person’s behavior affects the well being of the entire community.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>1.B.1.1. Character Education/Prevention.</b> Provide character education and prevention activities that meet identified student needs and result in decreased risk behavior as measured by the California Healthy Kids Survey and locally developed surveys.</p>	<ul style="list-style-type: none"> <li>▪ Deliver curriculum intended to prevent tobacco use in grade 5.</li> <li>▪ Deliver curriculum intended to prevent alcohol, tobacco, inhalant and marijuana use throughout grades 6, 7, and 8.</li> <li>▪ Deliver curriculum intended to prevent alcohol, tobacco, and other drug use in grade 9.</li> <li>▪ Provide Drugstore Project to 5<sup>th</sup> and 6<sup>th</sup> graders every other year.</li> <li>▪ Provide Every 15 Minutes to juniors and seniors every other year.</li> <li>▪ Provide an annual assembly supporting each site’s Character Education Focus.</li> <li>▪ Celebrate Red Ribbon Week during the last week of October.</li> <li>▪ Support PHAST (Protecting Health and Slamming Tobacco) Club activities on OJHS and OHS campuses.</li> <li>▪ Provide Parent Education opportunities that encourage prevention conversations within homes.</li> <li>▪ Provide tobacco pre-cessation and cessation classes.</li> <li>▪ Explore ways to embed gang awareness into Character Education curriculum.</li> </ul>
<p><b>1.B.1.2. Conflict Resolution.</b> Provide training to enable staff and students to:</p>	<ul style="list-style-type: none"> <li>• Deliver Conflict Resolution Training to upper elementary student leaders.</li> <li>• Deliver Peacemakers curriculum to OJHS Leadership Students.</li> <li>• Deliver Conflict Resolution Training to yard duty staff and campus monitors.</li> <li>• Provide Gang Prevention training for staff.</li> <li>• Provide Gang Prevention training for parents.</li> </ul>

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**Strategy 1.B.2 Discipline.** Ensure that school rules are followed and all district personnel model and reinforce standards for responsible behavior through the use of effective and consistent disciplinary procedures, positive reinforcement, and mutual respect.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>1.B.2.1. Student Supervision.</b> Students are appropriately supervised in all areas of school grounds and at all school events.</p>	<ul style="list-style-type: none"> <li>• When possible, parents/older students are involved in student supervision as volunteers/ interns.</li> <li>• Yard monitors and other student supervisory personnel are provided enhanced training regarding all District codes of conduct and policies to ensure effective supervision and consistent application.</li> <li>• Continue use of District cameras to monitor students.</li> </ul>
<p><b>1.B.2.2. Student Discipline.</b> Students are consistently held accountable to school policies and codes of behavior at all school sites.</p>	<ul style="list-style-type: none"> <li>• Annually review and revise Student Codes of Conduct including the Dress Code.</li> <li>• Develop discipline criteria, options for discipline, including local interventions for at-risk students, and long-term consequences.</li> <li>• Provide disciplinary training to all school personnel that oversee student activities.</li> <li>• Ensure all school personnel treat all students with respect and also equitably and consistently apply/enforce discipline.</li> <li>• Post core values in all classrooms.</li> </ul>

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**Strategy 1.B.3 Safety and Security.** Identify needed security and other safety practices, procedures, and equipment to ensure the day-to-day safety of all students and personnel while on school grounds and access areas, and to maximize the schools' ability to respond effectively to a natural disaster or other crisis situation.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>1.B.3.1. School Safety.</b> All school site and district personnel, students, and parents/volunteers are prepared for, can identify, and properly handle safety issues.</p>	<ul style="list-style-type: none"> <li>• Continue to provide staff safety training, including CPR and First aid training.</li> <li>• Regularly practice fire, evacuation and lockdown drills so all students and personnel are well-prepared.</li> <li>• Set safety equipment/supplies standards for each school site, regularly inventory and maintain/replace such items.</li> <li>• Ensure that all safety hazards on school grounds, including playgrounds, are identified and repaired in a timely manner.</li> <li>• Effectively improve traffic control, parking and school bus safety at all school sites.</li> </ul>
<p><b>1.B.3.2. School Security.</b> All school sites and district property are appropriately secured at all times.</p>	<ul style="list-style-type: none"> <li>• Establish and consistently implement monitoring practices for all school exits/entrances.</li> <li>• Assess all school property for security equipment needs and install locks, lighting, fencing, alarm systems, and security cameras as needed at all school sites.</li> <li>• Continue training Campus Monitors and supervisory staff on efficient and effective supervision tactics and security procedures.</li> </ul>

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**GOAL 2. COMPREHENSIVE CURRICULUM.** A COMPREHENSIVE DISTRICT-WIDE CURRICULUM EMPHASIZES EXCELLENCE IN CORE EDUCATIONAL ELEMENTS WHILE OFFERING ENRICHMENT, REMEDIATION, CAREER PATHWAYS AND LIFE LONG LEARNING OPPORTUNITIES.

**Strategy 2.1 Elements of Curriculum and Instruction.** Through a rigorous and relevant curriculum, valid assessments, high quality instruction, and appropriate support, every student will be provided with extensive opportunities, challenges, and assistance to achieve continuous academic success.

<i>Objective</i>	<i>Outcomes</i>
<p><b>2.1.1. Overall Curriculum and Instruction.</b> Examine the district’s curriculum to ensure college and career-ready rigor at each grade level, clear expectations for teaching and learning, instructional supports to meet the needs of all students, and district and site plan collaboration and implementation with fidelity</p>	<ul style="list-style-type: none"> <li>• Establish the Superintendent’s Education Council (SEC) to review what sites are doing right in the classrooms and identify two to three effective strategies all classrooms should have in place based on Explicit Direct Instruction observations</li> <li>• Develop and administer parent, student, teacher, staff, and administrator surveys to determine needs and support for curriculum and instruction.</li> <li>• Evaluate and interpret data district-wide to identify measurable site and district goals and ensure the rigor of curriculum.</li> <li>• Determine the purposes, parameters, and effective number of required assessments, and improve the content, quality, and use of assessments, including more authentic student work.</li> <li>• Incorporate career and skills oriented lessons at K-8 grade levels.</li> <li>• Provide availability of state and/or national curriculum specific conferences or workshops to support the most current information in the classroom.</li> <li>• Provide planning and collaboration time as well as technical support to update district and site plans.</li> </ul>

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<i>Objective</i>	<i>Outcomes</i>
<p><b>2.1.2. English Learner Programs.</b> Provide a program for English Learners that results in increasing English Proficiency and annually closes the academic achievement gap.</p>	<ul style="list-style-type: none"> <li>• Annual evaluation of data to identify measurable site and district goals for English Learner achievement.</li> <li>• Daily ELD provided with the goal of increasing one English proficiency level per academic year as measured by the CELDT.</li> <li>• Site ELD Intervention provided second semester to support English Learners not demonstrating adequate progress in attaining English proficiency.</li> <li>• Site ELA Intervention provided second semester to support English Learners not demonstrating adequate progress toward attaining proficiency in English Language Arts.</li> <li>• Site Math Intervention provided second semester to support English Learners not demonstrating adequate progress toward attaining proficiency in Math.</li> <li>• Provide parent involvement activities intended to support EL Academic Achievement: Adult English Literacy Classes, 1<sup>st</sup>- 6<sup>th</sup> grade Parent/Child Math Academy, Kindergarten Readiness Academy, PAK with local pre-schools including Migrant Education.</li> </ul>

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<i>Objective</i>	<i>Outcomes</i>
<p><b>2.1.3. Exemplary Instructional Norms.</b> Provide high quality instruction throughout OJUSD.</p>	<ul style="list-style-type: none"> <li>• Superintendent’s Education Council comprised of educators representing all sites and core subject areas is formed to oversee the identification of OJUSD Exemplary Instructional Norms based upon the Explicit Direct Instruction (EDI) model.</li> <li>• A walkthrough protocol is developed to provide effective feedback to sites regarding their implementation of the OJUSD Exemplary Instructional Norms.</li> <li>• EDI Cohort 1: Year 2 focuses upon math instruction.</li> <li>• EDI Cohort 2: Year 1 focuses upon science and student subgroup instruction.</li> <li>• Vertical team comprised of 6<sup>th</sup> grade math teachers, 7<sup>th</sup> grade math teachers, and Algebra teachers from OJHS and OHS is formed to support a math continuum leading to increased 1<sup>st</sup> time success in Algebra.</li> <li>• Staff Development is provided to teachers in grades 4-7: “What every Algebra Teacher wants their colleagues to know!”</li> <li>• Sites provide math intervention to students not demonstrating math proficiency as demonstrated on the STAR test and other measures.</li> <li>• Staff is identified, trained, and provided curriculum to re-institute Pre AP and AP Science courses at OJHS and OHS.</li> </ul>

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<i>Objective</i>	<i>Outcomes</i>
<p><b>2.1.4. Fine Arts.</b> Provide fine arts educational opportunities as a way to provide a “unifying” experience for all students and to engage them in creative and self-expressive activities to enhance their overall learning experience.</p>	<ul style="list-style-type: none"> <li>• Continue to pursue funding through the Oakdale Education Foundation as well as private support for programs and arts field trips at specific grade levels.</li> <li>• Continue to review possibilities to restore a separate elementary band instructor to provide an integrated music curriculum which provides continuity and excellence amongst elementary schools.</li> <li>• Support and expand program quality for the high school Marching Band, junior high band, and the junior high steel band programs.</li> <li>• Develop and post a public performance schedule for all performing arts groups.</li> <li>• Develop a standard of appropriate audience behavior expectations to be posted on all music programs as well as music classrooms.</li> </ul>

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<i>Objective</i>	<i>Outcomes</i>
<p><b>2.1.5. After School Programs.</b> Provide after school programs at all elementary sites and Oakdale Junior High School that align with the educational goals identified by each school's Site Plan while also providing engaging recreation and enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>• Highly qualified staff engages in monthly site and quarterly district trainings that support engaging recreation and enrichment opportunities.</li> <li>• Certificated and classified staff provides ELA and Math intervention as identified by site principals to participants.</li> <li>• Classified staff provides homework support daily.</li> <li>• ASPIRE and OASIS programs support the measurable goals delineated in each school's Site Plan.</li> <li>• Evidence is maintained demonstrating compliance with all grant assurances and compliance monitoring items.</li> <li>• Provide child care for participants not demonstrating academic need via fee-based program offered at all four elementary sites.</li> <li>• Complete annual ASPIRE/OASIS program evaluation.</li> </ul>

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**Strategy 2.2. College and Career Pathways.** All students will graduate ready for college, career, and life in a globally competitive economy

<i>Objective</i>	<i>Outcomes</i>
<p><b>2.2.1. College, Career and Life Skills Readiness.</b> Emphasize the progress of students ready to enter college or the workforce for their future professional, economic and personal success.</p>	<ul style="list-style-type: none"> <li>• Create an exit survey for high school seniors to determine a baseline of information on college, career and life skills readiness. Survey to include questions and data on:                             <ul style="list-style-type: none"> <li>• Graduation rate, college readiness, postsecondary enrollment rates</li> <li>• Measures of self confidence and attitudes toward school, work, and success.</li> <li>• Foreign language proficiency</li> <li>• Computer proficiency</li> <li>• Class size and adult/student ratio effectiveness</li> <li>• Scholarships, financial aid, awards, recognition</li> <li>• Percentage of students with Career Tech participation</li> <li>• Participation in Fine Arts and electives</li> <li>• Participation in extracurricular activities</li> <li>• Self-confidence and attitudes toward school, work, success including academic self-confidence</li> <li>• Physical Fitness Testing including cardiovascular fitness and body mass index</li> </ul> </li> <li>• Create an exit survey for high school seniors to determine a baseline of information on college Participate and support the Stanislaus County Workforce Alliance as well as Stanislaus Partners in Education.</li> <li>• Actively participate in the Stanislaus County career education committee.</li> </ul>

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<i>Objective</i>	<i>Outcomes</i>
<p><b>2.2.2. Teaching to Student Needs.</b> Use a wide range of instructional practices to ensure the district is meeting the full-range of student educational needs.</p>	<ul style="list-style-type: none"> <li>• Encourage staff participation of Explicit Direct Instruction (EDI) training and committee participation.</li> <li>• Develop and administer parent, student, teacher, staff, administrator surveys which provide information to drive student needs.</li> <li>• Provide grade level and Secondary Summit workshops that inform district decisions and provide staff with a vision of the district.</li> <li>• Annually evaluate data and surveys to identify measurable site and district goals specific to the subject.</li> <li>• Incorporate data and surveys in planning the updates of school site plans and the LEA Plan.</li> <li>• Encourage staff development that uses instructional practices to ensure the full range of different learning styles – kinesthetic (hands on), auditory, visual to engage all students.</li> <li>• The use of pacing calendars based on state curriculum standards in core subjects will allow appropriate curriculum assessment time periods.</li> <li>• All teaching staff will use adopted core curriculum, common assessments, state frameworks, and grade level standards to strike an appropriate balance between all ability levels.</li> <li>• Identify, promote and highlight successful teacher instructional practices that encourage, support, and result in student academic success based on EDI.</li> </ul>

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**Strategy 2.3. Remediation and Enrichment Programs.** All students will be encouraged to work to their full potential.

<i>Objective</i>	<i>Outcomes</i>
<p><b>2.3.1. Remediation/ Student Academic Support</b> Provide support to struggling learners by improving interventions, resources, and training</p>	<ul style="list-style-type: none"> <li>• Continue to support afterschool intervention programs (ASES) and extension of the school day.</li> <li>• Continue to provide an extended period at the high school to allow additional time for student intervention and teacher support.</li> <li>• Develop on-line courses to expand choices for student success.</li> <li>• Continue to provide reading, writing, and math interventions for high school students during zero period, extended hours, as well as Saturday and on-line options.</li> <li>• Develop a summer school program to support intervention and remediation at the 7<sup>th</sup>-12<sup>th</sup> grade levels.</li> <li>• Expand elementary “summer camp” to include math and reading interventions.</li> <li>• Continue to adjust programs and provide materials for the alternative high school program.</li> <li>• Work with the charter high school to advance the rigor of the program and raise the API score.</li> <li>• Continue to fund staff development for all teachers and other school personnel to better understand, develop, and teach remediation and intervention skills.</li> </ul>

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<i>Objective</i>	<i>Outcomes</i>
<p><b>2.3.2. Special Education.</b> Ensure special education students are more fully integrated into the life of the school district and receive the resources and services they need.</p>	<ul style="list-style-type: none"> <li>• Identify and recruit highly qualified, successful special needs personnel.</li> <li>• Research, design and develop standards based functional curriculum/class for interested special needs students at the high school.</li> <li>• Explore teacher accountability standards related to working with special needs students.</li> <li>• Ensure district-wide compliance with Federal and State laws in the application of Individualized Educational Plans, (IEP's) and adherence to SELPA Policies and Procedures with Special Education programming.</li> </ul>
<p><b>2.3.3. GATE.</b> Provide an academic continuum that supports the needs of gifted learners and high academic achievers.</p>	<ul style="list-style-type: none"> <li>• GATE Advisory Council comprised of teachers, administrators, and parents evaluates program effectiveness, oversees annual action plan implementation, and develops future action plan.</li> <li>• Process for identifying gifted learners via Raven's, OLSAT, STAR, CELDT and portfolio is conducted annually.</li> <li>• GATE Enrichment Program is provided to identified gifted learners in grades 3-6.</li> <li>• Pre AP and AP continuum opportunities in English, Science, History, and Science are further expanded and developed.</li> <li>• Staff participates in CAG (California Association for the Gifted)</li> <li>• Parent communication includes but is not limited to: Elementary GATE Parent Orientation, Pre AP/AP Orientation, and CAG Parent opportunities.</li> </ul>

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<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>2.3.4. Kindergarten Transitions.</b> Emphasize importance of and provide sufficient services to better Kindergarten students for success in school.</p>	<ul style="list-style-type: none"> <li>• Include parent survey questions specific to Kindergarten programs to provide information and need.</li> <li>• Research, develop and provide recommendations for a two year transitional kindergarten program.</li> <li>• Explore the concept of a full day Kindergarten program for at least two sites.</li> </ul>

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**Strategy 2.4. Collaboration and Coordination.** Collaborate in coordinating the design and delivery of sequential educational programs and services needed to maximize the use of resources and to create a comprehensive learning environment for our communities.

<i>Objective</i>	<i>Outcomes</i>
<b>2.4.1. District and Site Plan Development and Implementation.</b> Develop site and district plans that support identified student needs and maximize available resources.	<ul style="list-style-type: none"><li>• Annual Site Plan Reports in August/September.</li><li>• Annual LEA Plan Report in August/September.</li><li>• Site Plans and supporting budgets are reviewed and revised as necessary September-November.</li><li>• Site Plans/LEA Plan is reviewed by Local Board annually no later than February of each year.</li><li>• Site Plan/LEA Plan Implementation is monitored at Principals' Meetings.</li></ul>

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**Strategy 2.5. Emphasis on Excellence.** Regularly recognize and reward student academic excellence and superior achievement in educational and community activities, as well as the dedication to excellence of school personnel, parents, and members of the community.

<i>Objective</i>	<i>Outcomes</i>
<p><b>2.5.1. Academic Excellence.</b> Students meet high standards of academic achievement.</p>	<ul style="list-style-type: none"> <li>• Student excellence is measured as a “balance” of academic, physical, emotional, and character development.</li> <li>• Quality teaching/instruction is evidenced by high levels of student academic achievement.</li> <li>• Continued student achievement increases in all subjects district-wide.</li> </ul>
<p><b>2.5.2. Recognizing Excellence.</b> Recognize student, teacher, and administrative accomplishments within the district, the community, the county, and the state.</p>	<ul style="list-style-type: none"> <li>• Recognition programs continue to honor excellence in athletics, academics, agriculture, and the arts.</li> </ul>

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**Strategy 2.6. Emphasis on School Climate and Culture.** Establish a customer service philosophy throughout the district to increase a positive public image that clearly expresses the vision, mission, core beliefs and strategic plan of the district.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>2.6.1 Renewing School Culture and Creating a Positive School Climate.</b> Provide inclusive, welcoming and safe school environments that invite students and their families to school, promote respect for all individuals and cultivate enthusiasm for learning.</p>	<ul style="list-style-type: none"> <li>• Develop and administer parent, student, teacher, staff, and community surveys to gather baseline data on the culture and climate of the schools and the district.</li> <li>• Articulate high expectations of student behavior and high academic performance consistently across the whole school by all staff members</li> <li>• Articulate high expectations of staff and consistent, fair, ethical, and respectful behavior toward each other, students, parents, and community members.</li> <li>• Develop a plan to market the school in the community</li> <li>• Provide a welcoming attitude for parents in all schools by office staff</li> <li>• Manage visibility and availability by principals and teachers at all sites.</li> <li>• Improve transition processes from elementary to middle school and from middle school to high school</li> <li>• Market the school system using a variety of tools (forums, televised board meetings, regular question and answer periods) and make it apparent that the <u>choice</u> of public education is of high value to each parent, as well as to all taxpayers</li> </ul>

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<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>2.6.2. Student and Parent Accountability.</b>            Ensure all parents and students are informed of and expectations related to student and parent behavior and ethical conduct.</p>	<ul style="list-style-type: none"> <li>• Parents' are educated about their responsibilities related to student attendance and behavior and actively engage with the district in resolving attendance and behavior problems.</li> <li>• Develop and implement guidelines for appropriate behavior of students, parents, and community conduct at all school events.</li> </ul>

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"A BRIGHT FUTURE"

**GOAL 3. PERSONNEL AND ADMINISTRATIVE LEADERSHIP.** THE DISTRICT IS SERVED BY AN ADEQUATE NUMBER OF HIGHLY QUALIFIED TEACHERS, EMPLOYEES, AND ADMINISTRATORS WHO MAKE THE MOST OF CAREER DEVELOPMENT AND VOLUNTEER OPPORTUNITIES AS PART OF THEIR COMMITMENT TO THE EDUCATION OF OUR COMMUNITIES.

**Strategy 3.1 Recruitment and Retention.** Develop an effective personnel recruitment and retention program that emphasizes (1) early and wide-ranging recruitment to ensure top quality candidates, (2) incentives to encourage personnel retention and professional development, (3) and comprehensive evaluation and performance assessment and accountability practices that guide retention and rigorous tenure policies.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>3.1.1. Teacher/Staff Recruitment.</b> Recruit, hire and orient top-notch teachers and staff district-wide.</p>	<ul style="list-style-type: none"> <li>• Merit, qualifications-based hiring practices are in place and used district-wide.</li> <li>• To leverage the use of district resources, teacher recruitment seeks to find candidates who can play multiple roles, e.g., coaching, journalism and other class advisors, arts, music, etc.</li> <li>• All hiring processes, at all levels and for all personnel, are transparent.</li> <li>• Newly hired teachers are provided a district orientation and are mentored for at least two years to ensure their integration into the school and district culture and to enhance their likelihood of success.</li> </ul>
<p><b>3.1.2. Teacher/Staff Retention.</b> Retain top performing teachers and staff through merit-based incentives, collegial culture, and recognition of excellence in job performance.</p>	<ul style="list-style-type: none"> <li>• As fiscally feasible, the district provides competitive compensation in relation to other school district to avoid loss of high performing personnel.</li> <li>• District promotion policies and practices strike a balance between promoting qualified personnel from within the district and seeking new employees who can bring creativity and innovation.</li> </ul>

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"A BRIGHT FUTURE"

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>3.1.3. Teacher/Staff Accountability.</b> Ensure that teacher and staff performance is assessed based on a wide-range of performance assessment criteria.</p>	<ul style="list-style-type: none"> <li>• Teachers' performance is assessed based on criteria that include each teacher's:                             <ul style="list-style-type: none"> <li>○ Knowledge, creativity, and ability to teach;</li> <li>○ Dedication to student achievement and development;</li> <li>○ Effective communication with parents and feedback to students;</li> <li>○ Competent record-keeping, including making information related to grades, attendance, and discipline readily accessible.</li> </ul> </li> <li>• Teachers and staff are involved in decision-making related to the development of personnel assessment criteria and practices.</li> <li>• Accountability for quality of teaching is consistently applied at all grade levels.</li> <li>• A faculty tenure and evaluation system is in place to ensure that unqualified, under performing teachers and staff are not retained.</li> </ul>

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**Strategy 3.2. Adequate Staffing.** Recruit sufficient numbers of teachers, helpers, and counselors to ensure highly qualified personnel to actively support student achievement.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>3.2.1. Personnel Needs.</b>                      Within available resources, qualified personnel are hired to meet all school district needs.</p>	<ul style="list-style-type: none"> <li>• The district has an effective system in place to monitor and identify personnel needs.</li> </ul>

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**Strategy 3.3 Collaborative Leadership.** Provide district-wide leadership by emphasizing the importance of a team approach to all educational programming and modeling collaborative approaches to administrative problem-solving through the use of committees and working groups that include governing board, school personnel, parents, students, and public members.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>3.3.1. Collaborative Work Groups/Committees.</b> Increase the use of collaborative approaches to district-wide improvement and problem-solving.</p>	<ul style="list-style-type: none"> <li>• District collaborative work groups/committees are implemented, including but not limited to:                             <ul style="list-style-type: none"> <li>➤ Oakdale Community Education Council (OCEC);</li> <li>➤ Superintendent’s Education Council (SEC)</li> <li>➤ Facilities Committee</li> <li>➤ Curriculum Committees;</li> <li>➤ Parent/Teacher Councils; and</li> <li>➤ Other work groups/committees as needed.</li> </ul> </li> <li>• Collaborative committee/work group opportunities are well-publicized to all personnel, students, parents, and the community.</li> <li>• Students, parents, business and local government representatives, and community members who have not previously participated are actively recruited to bring new perspectives to district/community collaboration efforts.</li> </ul>

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**Strategy 3.4 District Internal Communications.** Establish mechanisms for regular communication among all school personnel, both in local schools and district-wide, to ensure all personnel are working toward a common vision and the long-range goals of the District.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>3.4.1. Board, District Office, School Site Communications.</b>                      Ensure that communication among the Board, district personnel and school sites is timely, comprehensive, and effective.</p>	<ul style="list-style-type: none"> <li>• District Office personnel will regularly visit school sites to experience school achievements and challenges first hand.</li> <li>• The District website and email communication will be utilized to keep staff informed of events, issues, and available resources.</li> <li>• It is desirable that Board members visit school sites to experience school achievements and challenges first hand.</li> </ul>

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**GOAL 4. COMMUNITY COLLABORATION AND SUPPORT. THE ENTIRE COMMUNITY IS ACTIVELY ENGAGED IN AND SUPPORTIVE OF THE WELL-BEING OF OUR SCHOOLS.**

**Strategy 4.1 Enhanced Parental Involvement.** Develop ongoing effective communication information about the district's comprehensive program to provide parents and primary caregivers meaningful opportunities to participate and be heard. These include involvement in school planning, fund-raising, facilities improvements, classroom, after school, and other school activities that support and enhance our schools.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>4.1.1. Home/School Connection.</b> Support parent involvement in student education and communication to parents from schools and district office with the goal of improving academic achievement of all students, particularly under-performing student subgroups.</p>	<ul style="list-style-type: none"> <li>• District Parent Involvement Committee provides technical assistance to sites in fulfilling all parent involvement responsibilities delineated in both district parent involvement Board Policy and site parent involvement board policy.</li> <li>• Parent Child Math Academy is made available to students in grades 1-6 during the months of February and March to review grade level math essentials prior to STAR testing.</li> <li>• Kindergarten Readiness Academy is provided to incoming kindergarteners during June to prepare for Kindergarten in August.</li> <li>• District-wide Orientation for Parents of English Learners is provided in September to review home support essential to student success.</li> <li>• P2K (Pre School 2 Kindergarten Transition Meeting) – District panel of kindergarten teachers meet with staff from local pre-school and child care centers to review suggested Kindergarten Readiness Skills.</li> <li>• Parent/Teacher/Student compact supporting student engagement and homework completion is reviewed.</li> <li>• Action Plan supporting district-wide Homework Campaign is developed.</li> </ul>

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<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>4.1.2. Family/Parent Education.</b> Provide education for parents to enable them to be more active partners in their children’s education.</p>	<ul style="list-style-type: none"> <li>• District Parent Involvement Committee identifies parent education opportunities that will support student achievement district-wide (particularly the achievement of underperforming subgroups), oversees the implementation of those parent education opportunities, and evaluates their effectiveness.</li> <li>• Parent Child Math Academy is made available to students in grades 1-6 during the months of February and March to review grade level math essentials prior to STAR testing.</li> <li>• District-wide Orientation for Parents of English Learners is provided in September to review home support essential to student success.</li> <li>• Family Education Workshops supporting at-risk students will be developed.</li> <li>• Adult English Literacy Classes will be provided as funding is available.</li> </ul>

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**Strategy 4.2 City/School District/Community Cooperation.** Actively encourage cooperation among the school district, city and county governments, and other local groups for the purpose of collaboratively addressing community needs and providing a positive educational environment for all.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>4.2.1. Local/Regional Collaboration.</b> OJUSD, the City of Oakdale, and other local and regional agencies effectively cooperate in providing services to students and families.</p>	<ul style="list-style-type: none"> <li>• OJUSD, the City and other organizations cooperate in sharing the use of local facilities.</li> <li>• OJUSD, City and County representatives establish and participate in regular meetings to share information, identify issues, and problem solve.</li> <li>• Work together with County and City agencies in area of gang awareness education and disaster preparedness.</li> <li>• Opportunities for local businesses to engage in and support vocational education are increased through partnership with Stanislaus Partners in Education.</li> </ul>

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**Strategy 4.3. Oakdale Education Foundation.** Maximize the efforts and results achieved by the Oakdale Education Foundation in identifying, developing, and maintaining additional resources to support district operations.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>4.3.1. Enhancing Oakdale Education Foundation (OEF).</b>                      Increase community awareness of the Oakdale Education Foundation.</p>	<ul style="list-style-type: none"> <li>• District will work continuously to increase community awareness of the Oakdale Education Foundation.</li> <li>• District will support the OEF website and provide email access</li> <li>• District will provide oversight for funded teacher grants</li> <li>• District will encourage staff participation in organized events.</li> </ul>

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**Strategy 4.4. Communication with the Community.** Develop and implement effective outreach mechanisms 1) to raise the awareness of members of the community about ways to help the schools including participation in school site council, teacher conferences, and other opportunities, and 2) to provide feedback and/or resolve grievances.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>4.4.1. School/Community Outreach.</b> Build community support for the schools through well-planned and coordinated community outreach efforts.</p>	<ul style="list-style-type: none"> <li>• Community outreach efforts use a variety of methods of communication including Oakdale and Modesto newspapers, flyers, email, and the OJUSD web site. .</li> <li>• The community outreach program ensures ongoing processes for providing information and updates to the community.</li> <li>• Businesses and community groups are invited to participate in supporting the schools more often in and in different ways, and are offered incentives (e.g., free advertising, etc.) for business/community support.</li> <li>• Course offerings and academic, arts/music, and other programs, as well as sport, are widely publicized to the community.</li> <li>• Formation of Oakdale Community Education Council for the purpose of developing Operational Plan communicating educational needs to the community.</li> </ul>

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**GOAL 5. FINANCIAL STABILITY AND ACCOUNTABILITY. THE DISTRICT CONSISTENTLY MAXIMIZES AVAILABLE RESOURCES AND CLEARLY ACCOUNTS FOR THEIR USE.**

**Strategy 5.1 Alternative Sources of Funding.** Explore all possible sources of revenue including bonds, grants, and governmental funding and obtain all resources possible for each of our schools, curricula, and district-wide needs.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>5.1.1. Fundraising.</b> Sufficient funds are available to support all school operations and needs.</p>	<ul style="list-style-type: none"> <li>• OEF works in collaboration with the District to maximize fundraising and use of funds.</li> <li>• Communicate District needs to the community using available resources..</li> <li>• Provide access for donors to contribute funds to District programs and needs 24 hours a day, seven days a week.</li> </ul>
<p><b>5.1.2. Special Programs/Projects Funding:</b> Identify and maximize resources</p>	<ul style="list-style-type: none"> <li>• Facility projects are planned ensuring matching funds, grant funds, and joint use funding are included in available resources if applicable.</li> <li>• Special program funds are used in collaboration with existing programs, where allowable, to maximize program performance.</li> </ul>

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**Strategy 5.2 Use of Funds:** Develop and use a process for ensuring a balanced budget and allocating funding to equitably support all parts of the curriculum and encourage the sharing of resources between and among all schools and district programs.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>5.2.1. Financial Spending Decisions.</b> Provide transparency in spending decisions to ensure community awareness and support.</p>	<ul style="list-style-type: none"> <li>• Spending decisions are approached in a comprehensive way to consider, prioritize and ensure parity among schools in addressing funding needs including:                             <ul style="list-style-type: none"> <li>○ Providing sufficient classroom equipment, supplies, and textbooks;</li> <li>○ Meeting Special Education needs and providing Remediation Resources;</li> <li>○ Ensuring competitive compensation to attract highly qualified personnel for educational and support services;</li> <li>○ Equipment used for daily operations is evaluated to ensure performance efficiency and is cost effective;</li> <li>○ State funds with flexibility of use are directed to programs that are core to District success;</li> <li>○ Fees levied for outside use of District sports facilities are kept with the related complex for operations, maintenance, and renovation</li> </ul> </li> </ul>
<p><b>5.2.2. Current Economic Circumstances.</b> Prepare to meet changing needs based on current economic downturn.</p>	<ul style="list-style-type: none"> <li>• OJUSD stays abreast of state and federal economic conditions to anticipate impact on District operations.</li> <li>• The District uses cautious, effective financial management practices to keep the District in the best financial situation possible.</li> <li>• The OJUSD addresses changing conditions such as declining enrollment by reducing staff and other expenses as needed.</li> </ul>

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**Strategy 5.3. Financial Reporting.** Using generally accepted financial accounting practices, regularly inform the community regarding the District’s budget, reserves, allocation of its resources, competing demands, and unforeseen resource needs to ensure that the District remains fiscally responsible.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>5.3.1. Financial Accountability.</b>                      Routinely provide current financial reports to the Board, community and personnel in clear understandable form.</p>	<ul style="list-style-type: none"> <li>• OJUSD provides financial reports that demonstrate the District’s fiscal viability and ensure transparency of dealings and information for all stakeholders.</li> <li>• Review of District financial activities by an independent audit firm will be thorough and any weaknesses or findings will be immediately addressed.</li> </ul>

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**Strategy 5.4. Community Support.** Actively seek community support for and contribution of additional resources to maximize the use of tax dollars and community support for the schools through joint use partnerships, contributions from the City, Oakdale Educational Foundation, and other community sources.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>5.4.1. Business/Community Financial Support.</b> Increase the level of financial support for OJUSD provided by local business and the community.</p>	<ul style="list-style-type: none"> <li>• OJUSD identifies and clearly communicates specific business and community organization projects and opportunities for sponsorships of school events and other ways they can help the schools.</li> <li>• Existing business/community contributions and support is effectively acknowledged and new ideas, creativity, and broadened community support options are encouraged and developed.</li> <li>• The District actively builds relationships with local service clubs and organizations to support their endeavors and receive their support in return.</li> </ul>

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**6. TECHNOLOGY. THE USE OF APPROPRIATE AND EFFECTIVE TECHNOLOGY IS INTEGRATED INTO ALL ASPECTS OF THE DISTRICT'S OPERATIONS.**

**Strategy 6.1 Instructional Technology.** Integrate the use of technology into instructional programs where appropriate and provide training to support teachers' use of technology in curriculum delivery.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>6.1.1 Technology in Curriculum Delivery.</b> Use technology to enhance teaching and the accessibility of information to students and staff.</p>	<ul style="list-style-type: none"> <li>• Continue staff development to provide training to effectively and creatively incorporate instructional technology.</li> <li>• Require all personnel to read and sign the staff technology contract and follow criteria for the use of e-mail communication among all district personnel.</li> <li>• Research possible grant funding to hire a certificated technology teacher/coach to support all K-6 and 7-12 personnel in more effective use of instructional technology</li> <li>• Continue to provide instructional technology equipment and support to all teachers and staff to incorporate online textbook materials and online programs.</li> <li>• Opportunities for distance learning either as a stand alone or in combination with regular instruction will be expanded for intervention, remediation, and credit recovery.</li> </ul>

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**Strategy 6.2 Long-range Technology Plan.** A comprehensive long-range technology plan supports the integrated use of equipment and software among all educational programs; prepares and expects teachers to maximize the use of technology; provides sufficient equipment for student accessibility; expands electronic communication among the schools and with the community; and effectively anticipates future technology trends and needs.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>6.2.1. Collaborative Technology Oversight.</b> Computer teachers and staff will provide oversight of the state and district technology plan curriculum</p>	<ul style="list-style-type: none"> <li>• Technology site mentors and teachers will review expectations in the state approved District Technology Plan and provide a reasonable continuum for students.</li> <li>• Site administrators will ensure school parity in technology equipment, software, replacement of equipment and staff development.</li> </ul>
<p><b>6.2.2. Up-to-Date Technology.</b> Meet technology standards for the district according to the District Technology Plan</p>	<ul style="list-style-type: none"> <li>• The Technology Plan includes strategies to help the district stay current with advances in technology within resource constraints and manage personnel, student, parent and community technology-related expectations.</li> <li>• The district effectively uses web-based technology for communications among personnel, between personnel and students/parents, and with the community, including:                             <ul style="list-style-type: none"> <li>○ Online viewing of student progress;</li> <li>○ Email communications system(s) with staff and parents; and</li> <li>○ Posting current information on the district web site.</li> </ul> </li> </ul>

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<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>6.2.3. Equipment.</b>                      Provide sufficient quality equipment to support technology needs of students and personnel.</p>	<ul style="list-style-type: none"> <li>• Criteria for usage of a more cost effective phone messaging system are created and publicized to all personnel, students and parents.</li> <li>• Technology equipment is provided in classrooms as funding allows.</li> <li>• Maintain a standard to replace technology in classrooms and offices to create peak efficiency as funding allows.</li> </ul>
<p><b>6.2.4. Quality Technical Support.</b> Ensure efficiency in use of technology is maximized through sufficient technical support.</p>	<ul style="list-style-type: none"> <li>• The district continues to provide or upgrade accountability standards for technology customer service/user support and monitors and reports compliance with those standards.</li> <li>• All technology support staff meets and demonstrates requirements related to technology support skills and competencies.</li> <li>• Ratio of technology support to technology equipment should be reviewed annually</li> </ul>

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**Strategy 6.3. Cyber/Net Safety and Security.** Ensure appropriate equipment and systems to protect students in their use of the Internet, protect the district from equipment and information theft, and otherwise ensure effective equipment and software inventory control.

<i>Objective</i>	<i>Desired Outcomes</i>
<b>6.3.1. Cyber-bullying.</b> Provide training to staff and students that defines cyber-bullying, delineates the consequences for cyber-bullying, and provides strategies for cyber safety.	<ul style="list-style-type: none"><li>• Deliver Cyber Safety presentations to students, staff, and parents at all sites.</li><li>• Deliver Cyber Safety DVD to all 6th grade students.</li><li>• Deliver locally developed Cyber Safety Survey to student populations at OJHS and OHS.</li></ul>

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**GOAL 7. NUTRITION AND WELLNESS. STUDENTS AND SCHOOL PERSONNEL IMPROVE THEIR HEALTH AS A RESULT OF COMPREHENSIVE PREVENTION EFFORTS TO ENHANCE NUTRITIONAL STATUS AND HEALTHY BEHAVIORS THROUGH FOCUSED EDUCATION AND SERVICES.**

**Strategy 7.1 Physical Education.** Integrate a comprehensive physical education program throughout the K-12 curriculum that ensures daily opportunities to be physically active. Opportunities for moderate to vigorous physical activity will be provided through physical education, recess, school athletic programs, extracurricular programs, before and after-school programs and other structured and unstructured activities.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>7.1.1. Physical Education/Recess.</b> Provide students greater opportunities and requirements for physical activity.</p>	<ul style="list-style-type: none"> <li>• Staff participation in statewide physical education groups and staff development for physical education and classroom teachers is researched and posted for extended physical education training and knowledge.</li> <li>• Incorporate knowledge of game rules, sportsmanship, skill levels of participation, and lifelong learning as a part of the new program.</li> <li>• As meets the design of standards and the PE framework, include health and wellness activities components such as obesity prevention program.</li> <li>• Grade K-8 participation in "Fit for the Future" activities that incorporate physically active challenges, events, and programs that promote wellness and physical fitness.</li> </ul>

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**Strategy 7.2. Health Education.** Integrate a comprehensive health education program throughout the K-12 curriculum that is based on research, consistent with the state's health curriculum framework, and designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>7.2.1. Health Education.</b> Provide comprehensive health education throughout the K-12 curriculum to promote students' health and well-being.</p>	<ul style="list-style-type: none"> <li>• Incorporate the Health/Wellness Plan that includes healthy living education, classroom activities, and district-wide activities.</li> <li>• Incorporate health and wellness standards with a mix of physical education activities to support concerns such as students' common health problems as related to physical activities:                             <ul style="list-style-type: none"> <li>○ Public health-related education related to cleanliness, grooming, and the spreading of contagious diseases;</li> <li>○ Substance Abuse Education; and</li> <li>○ Continued pregnancy, Aids and STD prevention education.</li> </ul> </li> <li>• The district's Health/Wellness Plan is widely publicized to students, parents, personnel and the community.</li> </ul>

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**Strategy 7.3. Nutrition and Food Choices.** Expand OJUSD’s food service choices to maximize the availability of fresh fruits, vegetables, and whole grains. Revise menus to decrease reliance on processed, high fat, and high sugar items.

<i>Objective</i>	<i>Desired Outcomes</i>
<p><b>7.3.1. Nutrition/Wellness Committee.</b> Convene the Nutrition/Wellness Committee.</p>	<ul style="list-style-type: none"> <li>• Health/Wellness Committee to provide input and active implementation of district nutrition/wellness guidelines.</li> <li>• To continue to re-evaluate the district’s Health and Wellness Action Plan and its implementation.</li> </ul>
<p><b>7.3.2. Nutrition Education.</b> Develop an integrated curriculum that includes a comprehensive approach to nutrition and food-related health issues.</p>	<ul style="list-style-type: none"> <li>• Educate parents about the importance of breakfast and food choices in preparing students to do well in school.</li> <li>• Encourage parent groups to provide healthy alternative food/snacks for classroom parties, rewards, and at school events.</li> <li>• Meet and address continued compliance with new state regulations and the district adopted plan.</li> </ul>
<p><b>7.3.3. School Cafeteria Food Choices.</b></p>	<ul style="list-style-type: none"> <li>• Continue to develop a variety of fresh, nutritious food choices, including meatless options in food service offerings (breakfast, lunch and snacks) at all schools.</li> <li>• Following state and district guidelines, look for ways to reduce sugar and fats in food served, and avoid processed foods as possible.</li> <li>• Research and implement healthy food choices in self-serve machines.</li> <li>• Continue and expand the fresh salad bar at the Junior High and OHS daily.</li> <li>• Continue the development of schools’ gardens that educate students on healthy food choices through their active involvement</li> </ul>

# Oakdale Joint Unified School District

## 2011 – 2014 THREE – FIVE YEAR OPERATIONAL PLAN



"A BRIGHT FUTURE"

**Strategy 7.4. Health Practices and Personnel.** Provide a healthy learning environment by establishing and ensuring compliance with appropriate standards for cleanliness of restrooms and other facilities. Raise awareness of students, parents, and personnel regarding the importance of cleanliness and personal hygiene in disease prevention, and ensure the presence of appropriately trained health personnel at all school sites.

<i>Objective</i>	<i>Desired Outcomes</i>
<b>7.4.1. Maintenance – Cleanliness.</b> Improve student and personnel health as a result of improved maintenance practices.	<ul style="list-style-type: none"> <li>• Annually complete the school facilities requirement based on the Williams Act and post results as a part of the School Accountability Requirements. (SARC)</li> <li>• The number of absences due to school related illnesses is reduced.</li> </ul>
<b>7.4.2. Health Personnel and Training.</b> Provide sufficient staff development for health personnel at school sites to meet students' needs.	<ul style="list-style-type: none"> <li>• Nurses and health clerks to participate in county and state training related to health issues.</li> <li>• All school district personnel are offered staff development options for public health, CPR, and first aid training to enable them to meet student health needs.</li> <li>• Provide staff and students training and education on the prevention and spread of contagious diseases.</li> </ul>
<b>7.4.3. Family Health and Support..</b> Provide support for student health by addressing family health needs	<ul style="list-style-type: none"> <li>• Expand the collaboration between local health service providers and the district.</li> <li>• Continue to implement educate parents about the importance of sending their children to school clean and well-fed to improve students' learning ability and experience.</li> <li>• District health staff to provide information and to be accessible to answer questions on student health issues and disease control that include preventative practices, immunization information, and non-invasive treatment of conditions.</li> </ul>