

Building on a Foundation of Excellence:

Oakdale Joint Unified School District Community-Focused Long-Range Strategic Plan



“A BRIGHT FUTURE”

**Adopted My 12, 2008
Oakdale Joint Unified School District Board of Trustees**

Oakdale Joint Unified School District
LONG-RANGE STRATEGIC PLAN



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Acknowledgements

The Board of Trustees for the Oakdale Joint Unified School District adopted this Strategic Plan to guide the administration of the School District for the next 6 to 10 years. This plan was developed with broad community input under the guidance of the Strategic Plan Steering Committee appointed by the Board. This community-based planning process models the kind of collaborative efforts that will actively support the achievement of our long-range vision for the people and schools in the District. The Board of Trustees wishes to acknowledge the hard work and significant contributions of the following people:

- All students, parents, teachers, school district personnel, and community members who took their time to contribute ideas to the planning effort;
- The members of the Strategic Plan Steering Committee, including representatives of the Board, school administration, teachers, school employees, parents, and the public who attended meetings and gave thoughtful review and comment regarding the public's input and the educational needs of our students, schools, and community (see Appendix A for a roster of Steering Committee members);
- School District administration who provided committed leadership for this planning effort; and
- Our planning consultants who effectively and efficiently guided the planning effort (see also Appendix A for a description of planning consultants and services provided).

Commitment: The Oakdale Joint Unified School District Board of Trustees is committed to providing high quality educational services that are responsive to the needs of the students, parents, and communities the District serves — truly creating *A Brighter Future* for all.

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Introduction

The Oakdale Joint Unified School District (OJUSD) Strategic Plan states the long-range issues, goals and strategies for creating the district's desired future in the next 6 to 10 years. These goals and strategies are based on important values that provide a strong foundation for administrative decision-making for the district. The plan positions the district to focus its resources toward ensuring those core values guide the continuing improvement of educational services through the collaborative efforts of the Board of Trustees, school district administration, all school district teachers and other personnel, parents, students, and the communities the school district serves. The plan is stated in four parts:

- **Vision (Core Values)**
- **Mission**
- **Guiding Principles**
- **Seven Strategic Issues with Goals and Strategies**

The order in which the Strategic (long-range) Issues are presented in the plan does not necessarily indicate any priority ranking. In other words, all of the Strategic Issues identified present significant challenges to the district and require attention. Following the description of the each Strategic Issue, the plan states over-arching Goals to be achieved related to that issue. The Strategies for achieving each Goal identify ways the District intends to address each Strategic Issue. The order of the Strategies does not indicate a priority ranking according to the order in which they are listed under each goal. Administrative personnel will use the Strategic Plan to guide development of operational and action plans to ensure that the goals set by the Board are met. Appendix B summarizes previous planning and district self-assessment processes as well as the methods used to obtain community input in developing this plan.

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Vision (Core Values)

OJUSD believes in and stands for:

- ✓ **Maximizing Every Student's Potential:** Every student can learn and is encouraged to reach his/her full potential.
- ✓ **Honoring All Learning Styles:** Students learn at different rates and in different ways and all learning styles are honored.
- ✓ **High Performance Expectations:** High expectations for students, parents, and staff throughout the district are essential for success.
- ✓ **Community Partnership:** The education of our students is a partnership among school, family, and community.
- ✓ **Safe School Environment:** Every student has a right to a safe and orderly school environment to support their learning in an atmosphere based on mutual respect.
- ✓ **Empowering Productive Citizens:** Education empowers students to become productive citizens.
- ✓ **Achievement Through Honoring Our Diversity:** Development of healthy self-esteem and respect for all is a fundamental necessity for achievement.
- ✓ **Equal Access:** All students will have equal access to all educational programs.
- ✓ **Encouraging Creativity:** Creativity in the classroom and the curriculum is essential for continuous improvement and success.
- ✓ **Accountability:** As an incentive for continuous improvement, all parts of our educational community, including students, teachers, administration, employees, and parents should be held accountable for their quality and quantity of performance and involvement.

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Mission

Oakdale Joint Unified School District creates an environment where all students, staff, parents, and community 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.

Guiding Principles

Consistent with its Core Values and Mission Statement, the OJUSD will:

- Make decisions in the best interest of students, parents, staff and the community as a whole.
- Plan and advocate for policies and resources necessary to fulfill its mission.
- Exercise leadership in school administration by ensuring methods for accountability and assessment of student and staff performance.
- Promote a competent and responsive staff through a comprehensive program of professional development and training.
- Maintain fair hiring practices to ensure personnel of strong moral and ethical character.
- Ensure fiscal and environmental responsibility in all administrative practices of the District.

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LONG-RANGE ISSUE 1. SCHOOL ENVIRONMENT. The buildings, grounds and interpersonal environment that make up our schools play a key role in our students' abilities to take full advantage of their educational opportunities. Although recent efforts and investments have improved the physical facilities for some of our schools, others remain in some states of disrepair and need to be modernized. Security systems need continued monitoring, upgrading, and maintenance. Community support is critical to enable the planning, construction, remodeling and modernization of school facilities needed to provide our students a quality educational environment. The interpersonal environment is also critically important to students' abilities to learn. Issues such as bullying, gang activity, treatment of students, teachers, and staff with mutual respect, and other interpersonal relationships can adversely impact the learning environment. Active, community-based efforts to address emerging problems related to interpersonal environments in the schools are critical to ensuring long-term educational success for all.

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.^[1] 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.

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.

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.

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.

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LONG-RANGE ISSUE 1. SCHOOL ENVIRONMENT (CONT'D)

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.

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.

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.

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LONG-RANGE ISSUE 2. CURRICULUM. Our curriculum should be updated to keep pace with advancing technology and changing demographics of the district. The District traditionally has defined its educational programs by the segment of the population the program serves, and our emphasis has been primarily on K-12 education of our children. OJSUD remains committed to enhancing community awareness of the value of education and pursuing excellence in curriculum development to meet the needs of all our children by 1) emphasizing college preparedness and to ensure sufficient courses are offered meeting UC standards, and 2) providing career pathway educational opportunities for those students who choose not to go to college. Historically, other educational services such as adult education, teacher training, and parenting and life-skill classes have been seen as separate from the District's primary focus. By seeing each of these activities as separate from the larger whole of our communities, these programs are forced to compete for the resources needed for their success. OJUSD is committed to developing a comprehensive, integrated curriculum that stresses excellence by addressing all of the educational needs of our communities resulting in a community focus of *life long learning*.

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. Design a balanced, articulated, rigorous district-wide curriculum that includes Language Skills (Reading, Writing, 2nd Language), Math, Science, Music, Arts, Health, Physical Education, Social Sciences (Civics, Community Responsibilities, Cultural Sensitivity), Technology, Study Skills, Life-Skills, Family Education, College Preparation, Career Pathways, Organized Sports, and Other After School Programs.

Strategy 2.2. School to Career Pathways. Design a career pathways program, integrated into the overall curriculum, in partnership with the local business community to provide education that meets the needs of students and the business community.

Strategy 2.3. Remediation and Enrichment Programs. To maximize the ability of all students to fulfill their potentials, provide remediation and enrichment programs, such as Special Education, Gate Programs, Charter Schools, tutoring and mentoring, and alternative education programs, as early and as often in educational life as necessary, including but not limited to regular school hours and after school, weekend, summer school, higher education, and distance learning programs.

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Strategy 2.4. Collaboration and Coordination. Collaborate in coordinating the design and delivery of sequential educational programs and services needed for Early Childhood, K-6, transition from elementary school to junior high, 7-12, and Adult Education to maximize the use of resources and to create a comprehensive learning environment for our communities.

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.

Strategy 2.6. Emphasis on Ethical Conduct. Provide education about and hold students and all school personnel accountable for high ethical conduct and good moral character without bias or prejudice.

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LONG-RANGE ISSUE 3. ADMINISTRATION/PERSONNEL. Quality education requires a constant focus on both the people that the schools serve (the students) and the people who serve the schools (teachers, employees, parents and other volunteers, and administrators). The goal is to continue effective communication between and among the schools and school personnel, establishment by the Board of Trustees of basic performance standards and accountability systems for all personnel, opportunities for quality continuing education and advancement for personnel, effective use of school volunteers, and administrative leadership that both models and demands excellence from all schools in the district.

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.

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

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.

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.

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LONG-RANGE ISSUE 4. COMMUNITY SUPPORT/PARTNERSHIPS. In our current challenging economic environment, many families are challenged with parents working long hours and commuting long distances to support their families. Those individuals, as well as our business communities, other governmental institutions, non-profit organizations, and our faith-based communities, traditionally have looked to the schools as a separate institution whose responsibility is to educate our children. Our schools do not exist in a vacuum. We recognize that the schools are part of the larger whole of our community both in terms of the people served and in terms of needed support. Because the entire community is an essential part of our education system, effective communication between the district and the community is essential for developing and maintaining productive partnerships. The schools contribute to the well being of our communities and, in return, our schools need the active and thoughtful support of our communities. By working together, we can thrive and enhance the quality of life for all.

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.

Strategy 4.2 Student/Community Interaction. Expand opportunities for meaningful interaction between students and the business, government, and non-profit sectors of our communities. Ensure student service to the community and increase the community's direct support of students and the schools.

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Strategy 4.3 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.

Strategy 4.4. 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.

Strategy 4.5. 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.

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LONG-RANGE ISSUE 5. FUNDING AND FINANCIAL PRACTICES. School funding is an ongoing concern as is accountability for the use of public resources. To ensure the financial well being of the District, the community and the District need to actively pursue all available resources, allocate those resources to achieve district-wide goals, and account for the use of those resources in the regular course of school district business.

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.

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.

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.

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.

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Long-Range Issue 6: Technology. The use of technology is an integral part of life in our community. From the technology that supports neighborhood businesses, local health care, and agriculture, success in life is tied more closely to the ability to effectively work with technology every day. Continued emphasis on rapidly changing and ever evolving technology is needed. To adequately prepare OJUSD's students for current and future success and to effectively operate our schools, technology must continue to be an integral part of the life of our schools.

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

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

Strategy 6.2 Long-range Technology Plan. Develop a comprehensive long-range technology plan that will effectively support the integrated use of equipment and software among all educational programs; prepare and expect teachers to maximize the use of technology; provide sufficient equipment for student accessibility; expand electronic communication among the schools and with the community; and effectively anticipate future technology trends and needs.

Strategy 6.3 Technology in the Curriculum. Offer comprehensive computer training as a core element of a progressive technology curriculum that includes basic skills education in elementary schools and differentiated curriculum at junior and high school levels.

Strategy 6.4 Community Collaboration. Seek and obtain community support and collaborative opportunities for development of a comprehensive and integrated approach to the use of technology in our schools.

Strategy 6.5. 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.

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Long-Range Issue 7: District Health and Wellness. The relationship between student’s nutrition/health status and their school attendance, readiness to learn, and behavior has been well-established. In California, as in the rest of the nation, poor nutrition and inactivity are causing serious health problems including obesity, type 2 diabetes, heart disease, stroke and cancer. Obesity and type 2 diabetes are being diagnosed in the primary grades with increasing frequency. The district’s food service programs should provide foods that meet adopted nutrition standards and promote student health. OJUSD recently developed a School Wellness board policy in compliance with federal and state regulations. This policy will guide the development of a coordinated school health system that supports and reinforces health literacy through health education, physical education, health services, nutrition services, health promotion for staff, and parent and community involvement.

GOAL 7. NUTRITION AND WELLNESS. STUDENTS AND SCHOOL PERSONNEL IMPROVE THEIR HEALTH AS A RESULT OF COMPREHENSIVE PREVENTION EFFORTS TO ENHANCE NUTRITIONAL STATUS AND HEALTH 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 shall be provided through physical education, recess, school athletic programs, extracurricular programs, before and after-school programs and other structured and unstructured activities.

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.

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.

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.

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APPENDIX A
Roster of the Strategic Plan Steering Committee

Name

Affiliation

Antinetti, Pam
Chun, Wendell
Coughran, Ken
DeBoer, Jacob
Gery, Gary
Jensen, Eric
Jones, Rick W.
Miller, Karyn
Orr, Ann
Rich, Fred
Salas, Leticia
Waggoner, Carolyn

Member. OJUSD Board of Trustees
Superintendent
OTA Secondary Representative
Student Member, OJUSD Board of Trustees
Business Community Representative
Business Community Representative
Member. OJUSD Board of Trustees
OTA Elementary Representative
Secondary Parent Representative
Deputy Superintendent
CSEA Representative
Elementary Parent Representative

Planning Consultants

Strategic Planning, Community
Collaboration and Meeting Facilitation
Services

Shelley M. Stump, J.D., CFF, Coyote Moon Consulting
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(503) 842-2809 (office) (503) 812-5501 (cell)

Electronic Meeting Services

Heidi Kolbe, MA, CPF, The Kolbe Company
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(916) 442-0371 (916) 481-4488 (cell)

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APPENDIX B

Summary of Planning Process

Introduction

OJUSD began its systematic development and use of Strategic and Operational Plans in 2001. Following the adoption of its first strategic plan, the Board of Trustees adopted planning policies that require the district to develop a “community-focused strategic plan every six years to guide the operations of the district in moving toward achieving its desired future. This brief summary is intended to briefly describe (1) previous data collection and self-assessment efforts that have been incorporated into this comprehensive district-wide strategic plan, and (2) the community-based process that was used for obtaining the information upon which this plan is based. For additional information about the planning processes used, contact the Superintendent of the Oakdale Joint Unified School District.

Previous Planning/Data Gathering Efforts

In 2001 the Oakdale Joint Unified School District initiated its first “community-focused” strategic planning effort by creating its first Strategic Plan Steering Committee made up of representatives from the district, school personnel, parents, business, and local government and community representatives. To reach out to the wisdom and experience in the community the committee created opportunities for all in the district to provide ideas and suggestions for the District’s future. The committee’s data gathering process included a combination of community forums, outreach to organizations and community leaders, and requests for comment by students, teachers, parents, other school district personnel, and the community at large. To ensure this broad-based participation, the local media ran several stories highlighting and encouraging community involvement in the planning effort. Two community forums were held on April 7 and 24, 2001. Committee members actively reached out to service organizations, the senior citizen center, and other community organizations/agencies to inform them of the opportunity to participate in the forums and to distribute written surveys to be completed by those who could not attend the community forum. The community organizations contacted as part of this outreach effort included:

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- Early Childhood Education Group
- Saddle Club
- Oakdale Ministerial Association
- Fellowship of Christian Athletes
- Hospital Board
- Media
- Local Government including Oakdale City Council and School Boards for Valley Home and Knights Ferry
- Law Enforcement
- Friends of Oakdale
- Hispanic Parents
- High School Youth Leadership Council
- Senior Citizens Center
- Oakdale Teachers Association/CSEA
- Chamber of Commerce
- Rotary
- Lions
- Kiwanis
- Soroptimists
- Booster Clubs including Academic, Music, Sports, Agriculture

Comments received during the community forums and in written surveys formed the basis of the content for the first Strategic Plan which was presented by the Steering Committee to the Board of Trustees for consideration and adoption in 2001. Following plan adoption, the Board also adopted planning policies that require the district to systematically engage in community-focused strategic planning to develop multi-level integrated plans including a strategic plan every six years, operational plans every three years, and annual action plans. The Superintendent oversaw the development of two 3-year Operational Plans that articulated specific objectives and desired outcomes necessary to implement the strategies in the Strategic Plan and to achieve the district's long-range goals.

Development of the 2008-2014 Strategic Plan

In 2007 the Board of Trustees directed the Superintendent to commence a new round of community-focused strategic planning pursuant to district planning policies. A new Strategic Plan Steering Committee was appointed (see Appendix A for committee roster) which directed the collection of community input through two electronic meeting community forums and the use of an online survey posted on the district's web site.

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Presented in Table 1, below, is the number of participants by group that were involved in the data gathering effort for development of this Strategic Plan. The 2008 total of 353 participants represents more than a 200% increase over the 112 total participants in 2001.

Table 1. Number of Community Participants by Group/Method

| <i>Group</i> | <i>Forum 1.12.08</i> | <i>Forum 1.18.08¹</i> | <i>Online Survey</i> | <i>Totals</i> |
|------------------------|---------------------------------|---|---------------------------------|----------------------|
| S = Student | 7 | 10 | 7 | 24 |
| P = Parent | 20 | 66 | 72 (*SP) 10 | 168 |
| T = Teacher | 2 | 68 | 19 | 89 |
| E = School Employee | 6 | 42 | 9 | 57 |
| B = Business | 0 | 2 | 1 | 3 |
| G = Local Gov't | 1 | 0 | 0 | 1 |
| O = Other | 2 | 9 | 0 | 11 |
| Totals | 38 | 197 | 118 | 353 |

* SP = Spanish-speaking participants; i.e., Spanish translated survey and input

The information requested from participants at the community forums and in the online survey is presented on the following pages.

¹ Several people identified themselves in more than one category and were counted in both.

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Community Forum Guide

Welcome. We are very pleased that you have taken time to share your perspective about the future of the Oakdale Joint Unified School District (OJUSD). Here is what we are asking you to do:

STEP 1. Share Your Thoughts About the Future of Our Schools.

Choose a seat at one of the tables and meet the other people who are gathered there. Members of the OJUSD Planning Committee are present to assist you and answer any questions you may have. Using one of the computers available, please provide us a little information about you, and your ideas for long-term improvement of the schools in the Oakdale Joint Unified School District.

Note: Other than identifying yourself by one demographic category, your input to the planning process is *entirely anonymous* so feel free to make any comments that you want considered by the school board as it develops its long-range strategic plan.

Question 1: Demographic Information. Choose the one category that best describes the perspective you bring to school planning. (You may fit more than one category, but for purposes of this planning process, please choose just one.) Enter the Code letter that represents the category you select. Press F2 to send your selection to the main computer. The categories are:

S = Student P = Parent T = Teacher E = School Employee
B = Business G = Local Government O = Other

Question 2: Future Vision. What is the ONE most important thing you want to see in place in the school district within the next 3 – 10 years? After entering your idea, press F2 to send your idea to the main computer.

Question 3. Comments About Specific Topics. Please answer the following two questions for each of the topics listed below. (1) What are your concerns? and (2) What are your suggestions for action? Offer as many ideas about each topic as you would like. For each idea, type your description, then press F2 to send it to the main computer. (See the list of Topics and their descriptions on page 2.)

The School Board will carefully consider input received from all community members as it creates its long-range plan. Results of the Community Input Process will be reported back to the community when the planning process is completed in June, 2008.

(over)

Thank You!

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| Topics <i>(in alphabetical order)</i> | Description of Topic |
|---|---|
| A. Administration/ Personnel | Areas of focus for improved administration including recruitment/retention of teachers, staffing needs, staff training and development, teacher quality, accountability. |
| B. Business & Other Community Support/ Partnerships | Ways in which the community can actively support local schools and educational initiatives (e.g., business support, student work/internships, sports and other student activity groups). |
| C. Core Curriculum (State-defined) | Improvements in core curriculum subjects, as defined by the State: English, Math, Social Studies, and Foreign Language. |
| D. Communications | Ways to improve communication among the Board of Trustees, OJUSD administration and personnel, students, parents, and the community. |
| E. Elective/Enhanced Curriculum | Improvements in “non-core curriculum” topics including athletics and physical education, GATE program, arts programs (music and fine arts), student community service, science, valuing diversity (ethics/morality/respect/tolerance), Remediation and Enrichment Programs, and Vocational Education/Career Pathways. |
| F. Facilities | Repair, replacement, maintenance of school facilities. |
| G. Family Support Resources | Ways to improve school involvement in family issues affecting students such as poverty, substance abuse, homelessness, family court, student readiness for school. |
| H. Finance | Enhancing available resources through Oakdale Education Foundation, grant funding, and other efforts to ensure funding is appropriately sought and utilized. |
| I. Lifelong Learning | Education programs for a lifetime of learning, including early childhood education, elementary and secondary education, preparation for college/higher education, and Adult and Community Education. |
| J. Parental Involvement | Ways to improve parental involvement with in the schools. |
| K. Public Health/ Nutrition/Wellness | Ways to enhance student health and well-being. |
| L. Safety/School Environment | Student discipline/code of conduct, disaster preparedness, safety/crisis intervention, gang prevention, and diversity programs. |
| M. Technology | The use of technology in the schools and preparation of students for effective use of technology in the world. |
| N. Other Comments | Any other comments you would like to offer that do not fit into one of the listed topics. |

STEP 2. Your Ongoing Support. Once you have completed Step 1, please fill out the “post card” near your computer station and provide the following information: Please circle **Y for Yes** or an **N for No** to indicate ways in which you are willing to actively support our schools.

- 1) Financial Support (Oakdale Education Foundation)
- 3) Business/School Partnership

- 2) Volunteer in Schools
- 4) Other Support

Thank You!