

Oakdale Joint Unified School
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Single Plan

for
Student Achievement



Sierra View Elementary

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

Revised: 11/3/10

Oakdale Joint Unified School District
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Sierra View Elementary

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District Mission Statement

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

School Vision and Mission

The motto of Sierra View Elementary School is “Teach. Learn. Every day. No excuses.” We adhere to this motto, because we know that we are entrusted with the awesome responsibility of providing an educational environment in which all students have the opportunity to succeed - academically, behaviorally, and socially.

School Profile

Sierra View Elementary, which opened its doors to students in 2005, is a wonderful place to learn and work. In our six years of existence, we have created a school culture that is positive and focused on student learning. Anyone walking onto our campus for the first time will immediately sense the commitment that staff, students, and parents have to making our school exceptional. It truly is a unique place that we can all be proud of. In May of 2008, we were honored to receive the designation of *California Distinguished School* which is given to the state’s “most exemplary and inspiring public schools.”

The 78 staff members that work at Sierra View are committed to providing a quality educational environment that befits such wonderful surroundings. There are 726 students enrolled at Sierra View. Of our 726 students, 168 are EL, of which 89% are Level 1, 2, 3 and receive daily ELD instruction from our classroom teachers, all of whom are CLAD, SB395, SB1969, or similarly trained. 182 of our students qualify for Title 1 services and are supported by five highly qualified instructional aides and/or receive extra assistance from staff in our after school programs. Our 37 GATE students (3-6 grades) are instructed in a pull out program by our district’s GATE teacher and also given differentiated instruction in the regular classroom. 47% of our students receive free or reduced lunches. We have one full time RSP teacher and two RSP aides that work with our 16 Resource students. We also have a Speech/Language pathologist who works with 42 students and the services of a psychologist.

We have 28 regular education classes, one primary Special Day Class (SDC), one intermediate SDC, and one primary Severely Handicapped (SH) class in five classroom “pods” at Sierra View. We are also fortunate enough to have a music/band room, two Title 1 classrooms, a Science Lab, and a beautiful and spacious multi-purpose building that houses an indoor/outdoor stage. Our library and computer lab are separate facilities, which enables our students to have weekly visits to both. The Sierra View library is a great source of pride for our school, as it has been cleverly decorated to provide students with a warm, interesting, and exciting place for their love and appreciation of literature to grow. Our community has been impressed with the uniqueness of our library, and we have received donations from civic groups, including the Oakdale Rotary, Sunshine Rotary, Kiwanis, and the Oakdale Education Foundation to purchase books.

Safety is important at Sierra View. Our campus is student and parent friendly, yet safe, as it is a locked campus with access only through the office during the day. Our two outstanding secretaries monitor parent and student traffic, while providing expert assistance in a multitude of areas. In addition to our excellent security, our bus loading zone is in the rear of the school, safely away from any other vehicle or pedestrian traffic. We also have

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adults and student Safety Patrol members who assist students in crossing safely at the front of the school. In addition, our Safety Patrol members monitor restrooms and walkways at recess and assist our adult crossing guards before and after school.

Good citizenship is a focus for all of us at Sierra View. Students are expected to exhibit appropriate “restaurant” manners when they dine in our Coyote Café; they are encouraged to keep their classrooms clean in order to help the custodial staff (for which they can earn the “Golden Dustpan” award); they are recognized for perfect attendance; and they also receive acknowledgement for acts of merit that go “above and beyond.”

In keeping with our emphasis on good citizenship, our school emphasizes ecological awareness by operating three recycling programs, which were started by staff members. Students collect aluminum cans and plastic bottles in order to earn money for an OHS scholarship fund. In addition, everyone is encouraged to recycle used print cartridges and cell phones through a program in our library; the money earned from this is used to purchase library books.

We have a very active Parent Teacher Club at our school. The PTC sponsors free family events each month, such as Family Tricks and Treats Night and Family Reading Night. Our PTC also sponsors an annual Jog-a-thon fund raiser and this year raised an incredible \$42,000 to be used for field trips, learning materials, Family Nights, and other worthwhile items and events.

School Demographic Data

Subgroups								
School Name	Primary Enrollments	English Learners	Title III Eligible Immigrants	Gifted and Talented Education	Title I Part C Migrant	Special Education	LEP (EL + Selected RFEP)	Socio-Economically Disadvantaged
Cloverland Elementary	522	90	6	26	16	65	100	275
East Stanislaus High	90	11	0	0	6	9	22	53
Fair Oaks Elementary	820	76	16	45	18	80	104	312
Magnolia Elementary	566	116	8	21	13	68	124	278
Oakdale Charter High	71	0	0	1	1	7	0	17
Oakdale High	1605	81	20	141	42	145	202	434
Oakdale Junior High	833	64	5	89	29	82	117	311
Sierra View Elementary	723	117	14	38	20	65	140	320
Valley Oak Junior and Senior High	66	4	1	2	1	7	10	13
TOTAL-Selected Schools	5296	559	70	363	146	528	819	2013

SIERRA VIEW ELEMENTARY		Total	Hispanic		Am Indian/Alskn Nat		Asian		Black/African Am		Nat Hwiin/Othr Pac Islndr		White		Multiple	
Grade	Gender	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total		723	258	35.68%	7	0.97%	18	2.49%	5	0.69%	1	0.14%	424	58.64%	10	1.38%
06	Total	110	37	33.64%	1	0.91%	3	2.73%	1	0.91%	0	0.00%	68	61.82%	0	0.00%
	F	57	21	36.84%	1	1.75%	2	3.51%	1	1.75%	0	0.00%	32	56.14%	0	0.00%
	M	53	16	30.19%	0	0.00%	1	1.89%	0	0.00%	0	0.00%	36	67.92%	0	0.00%
05	Total	107	39	36.45%	1	0.93%	4	3.74%	1	0.93%	0	0.00%	62	57.94%	0	0.00%
	F	46	15	32.61%	0	0.00%	1	2.17%	1	2.17%	0	0.00%	29	63.04%	0	0.00%
	M	61	24	39.34%	1	1.64%	3	4.92%	0	0.00%	0	0.00%	33	54.10%	0	0.00%
04	Total	94	36	38.30%	1	1.06%	2	2.13%	1	1.06%	0	0.00%	54	57.45%	0	0.00%
	F	44	19	43.18%	1	2.27%	0	0.00%	1	2.27%	0	0.00%	23	52.27%	0	0.00%
	M	50	17	34.00%	0	0.00%	2	4.00%	0	0.00%	0	0.00%	31	62.00%	0	0.00%
03	Total	105	34	32.38%	1	0.95%	3	2.86%	0	0.00%	0	0.00%	67	63.81%	0	0.00%
	M	49	14	28.57%	1	2.04%	1	2.04%	0	0.00%	0	0.00%	33	67.35%	0	0.00%
	F	56	20	35.71%	0	0.00%	2	3.57%	0	0.00%	0	0.00%	34	60.71%	0	0.00%
02	Total	112	35	31.25%	2	1.79%	5	4.46%	0	0.00%	0	0.00%	69	61.61%	1	0.89%
	M	62	18	29.03%	0	0.00%	3	4.84%	0	0.00%	0	0.00%	40	64.52%	1	1.61%
	F	50	17	34.00%	2	4.00%	2	4.00%	0	0.00%	0	0.00%	29	58.00%	0	0.00%
01	Total	105	42	40.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	59	56.19%	4	3.81%
	M	55	26	47.27%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	27	49.09%	2	3.64%
	F	50	16	32.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	32	64.00%	2	4.00%
KN	Total	90	35	38.89%	1	1.11%	1	1.11%	2	2.22%	1	1.11%	45	50.00%	5	5.56%
	F	47	23	48.94%	1	2.13%	1	2.13%	1	2.13%	1	2.13%	19	40.43%	1	2.13%
	M	43	12	27.91%	0	0.00%	0	0.00%	1	2.33%	0	0.00%	26	60.47%	4	9.30%

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Federal Accountability: AYP

Progress Reports

- **2010 AYP Accountability Progress Report for Sierra View**
- **2010 AYP Accountability Progress Chart for Sierra View**

Subgroups

A Subgroup shall be considered numerically significant for AMOS if:

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

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

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

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

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

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

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

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

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



School Adequate Yearly Progress Report

2010 Accountability Progress Report

California Department of Education
Policy and Evaluation Division

Made AYP:

Yes

Met 21 of 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment	Number	Met	Alternative	Enrollment	Number	Met	Alternative		
	First Day of Testing	of Students Tested	2010 AYP Rate		Criteria	Method	First Day of Testing		of Students Tested	2010 AYP Rate
Schoolwide	532	532	100	Yes	532	532	100	Yes		
Black or African American	1	1	100	--	1	1	100	--		
American Indian or Alaska Native	4	4	100	--	4	4	100	--		
Asian	8	8	100	--	8	8	100	--		
Filipino	9	9	100	--	9	9	100	--		
Hispanic or Latino	186	186	100	Yes	186	186	100	Yes		
Native Hawaiian or Pacific Islander	0	0	--	--	0	0	--	--		
White	322	322	100	Yes	322	322	100	Yes		
Two or More Races	0	0	--	--	0	0	100	--		
Socioeconomically Disadvantaged	247	247	100	Yes	247	247	100	Yes		
English Learners	121	121	100	Yes	121	121	100	Yes		
Students with Disabilities	66	66	100	--	66	66	100	--		

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? Yes					Mathematics Target 58.0 % Met all percent proficient rate criteria? Yes				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method
	Schoolwide	516	336	65.1	Yes		516	374	72.5	Yes
Black or African American	1	--	--	--		1	--	--	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	8	--	--	--		8	--	--	--	
Filipino	9	--	--	--		9	--	--	--	
Hispanic or Latino	179	100	55.9	Yes	SH	179	111	62.0	Yes	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	
White	313	215	68.7	Yes		313	242	77.3	Yes	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	243	129	53.1	Yes	SH	243	146	60.1	Yes	
English Learners	116	60	51.7	Yes	SH	116	69	59.5	Yes	
Students with Disabilities	64	27	42.2	--		64	43	67.2	--	

Academic Performance Index (API) - Additional Indicator for AYP

2009 Base API	2010 Growth API	2009-10 Growth	Met 2010 API Criteria	Alternative Method
836	859	23	Yes	

2010 API Criteria for meeting federal AYP: A minimum "2010 Growth API" score of 680 OR "2009-10 Growth" of at least one point.

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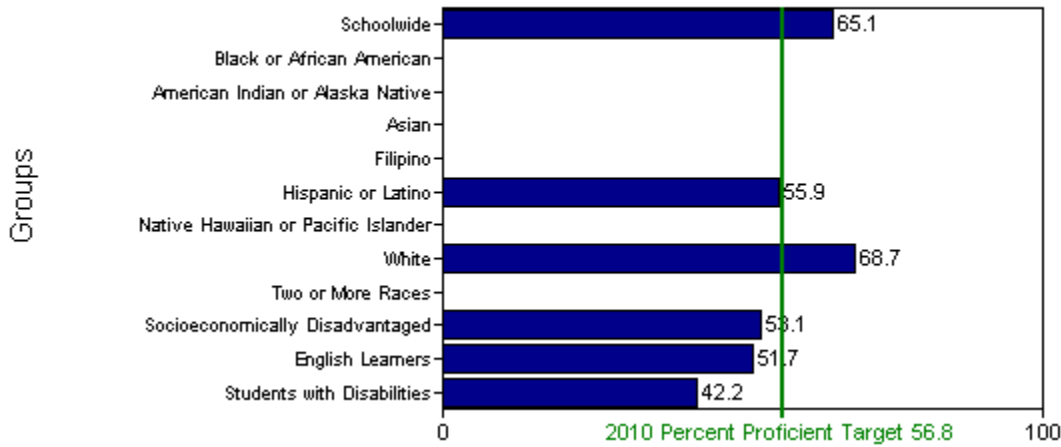


California Department of Education
 Policy and Evaluation Division

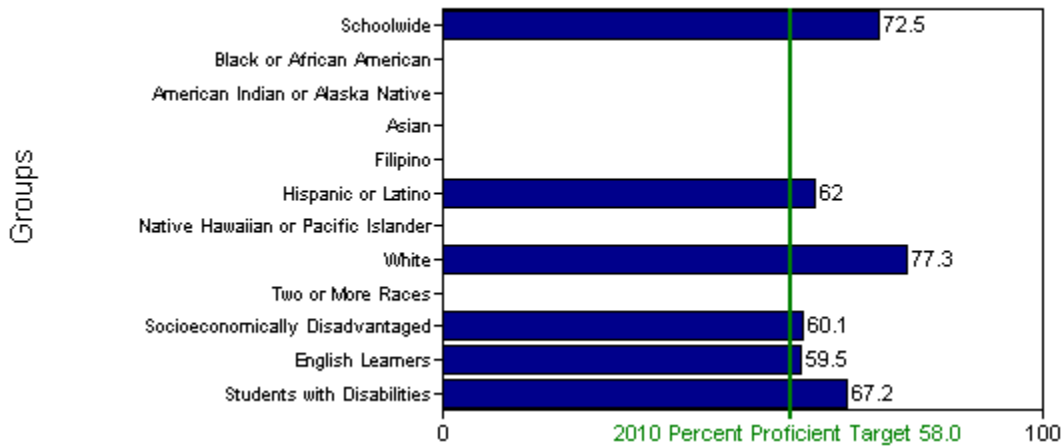
School Adequate Yearly Progress Chart
 2010 Accountability Progress Report

<u>Made AYP:</u>	Yes		
<u>Met AYP Criteria:</u>		English-Language Arts	Mathematics
<u>Participation Rate</u>	Yes		Yes
<u>Percent Proficient</u>	Yes		Yes
<u>Academic Performance Index (API)</u>			Yes
<u>- Additional Indicator for AYP</u>			
<u>Graduation Rate</u>			N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



State Accountability: API

Progress Reports

- **2010 API Accountability Progress Report for Sierra View**
- **2009-2010 API School Growth Report**
- **Site Accountability Worksheet**

Subgroups for API reporting refer to ethnic/racial, socio-economically disadvantaged, EL, and SWD subgroups. A numerically significant subgroup for the API is defined as 100 or more students with valid STAR scores or 50 or more students with valid STAR scores who make up at least 15% of the total valid STAR program scores.

Student API Scores: Each student's test score is weighted as follows:

- Advanced= 1000 points
- Proficient= 875 points
- Basic= 700 points
- Below Basic=500 points
- Far Below Basic= 200 points

API Weights and Calculation Spreadsheets:

<http://www.cde.ca.gov/ta/ac/ap/documents/calc09b10g.xls>

API Information Guide:

<http://www.cde.ca.gov/ta/ac/ap/documents/infoguide09.pdf>



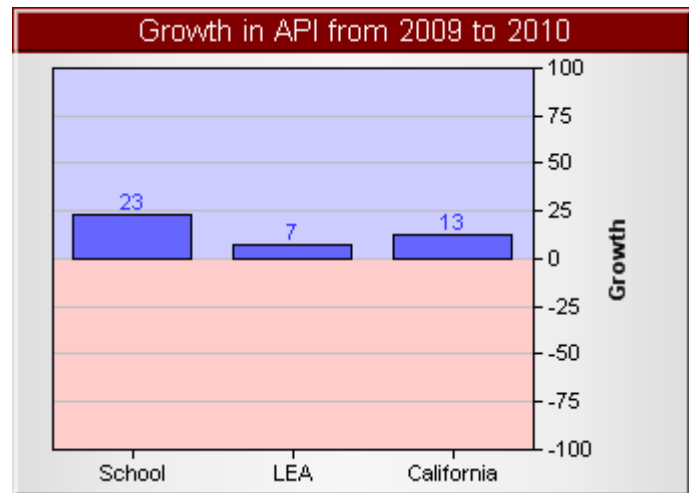
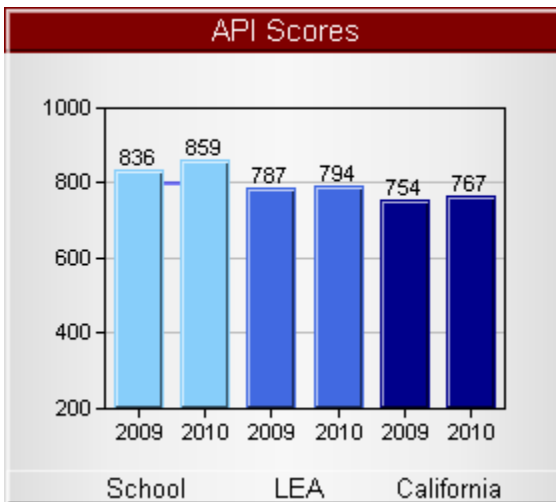
School Academic Performance Index Chart 2010 Accountability Progress Report

2009 Base API	2010 Growth API	Growth in the API from 2009 to 2010
836	859	23

Met 2009-10 Growth API Targets:

Schoolwide	Yes
All Subgroups	Yes
Both	Yes

Schools that do not have a valid 2009 Base API will not have any growth or target information.



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

School: Sierra View
Elementary
LEA: Oakdale Joint Unified



School Report 2009-10 Academic Performance Index (API) School Growth Report

Number of Students included in the 2010 Growth API	API				Met Growth Target		
	2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	Schoolwide	All Subgroups	Both Schoolwide and Subgroups
516	859	836	A	23	Yes	Yes	Yes

[Similar Schools](#)

Median API	
2010 Growth	2009 Base
818	812

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

[Subgroups](#)

	Number of Students Included in 2010 API	Numerically Significant in Both Years	Subgroup API				Met Subgroup Growth Target
			2010 Growth	2009 Base	2009-10 Growth Target	2009-10 Growth	
Black or African American	1	No					
American Indian or Alaska Native	4	No					
Asian	8	No					
Filipino	9	No					
Hispanic or Latino	179	Yes	815	773	5	42	Yes
Native Hawaiian or Pacific Islander	0	No					
White	313	Yes	881	872	A	9	Yes
Two or More Races	0	No					
Socioeconomically Disadvantaged	243	Yes	815	776	5	39	Yes
English Learners	116	Yes	798	759	5	39	Yes
Students with Disabilities	64	No					

In order to meet federal requirements of No Child Left Behind, a 2010 Growth API is posted even if a school or LEA had no 2009 Base API or if a school had significant population changes from 2009 to 2010. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

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

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



2009-2010 Preliminary Title III School Accountability Information

This report contains preliminary information on school-level performance on the Title III annual measurable achievement objectives (AMAOs) 1 and 2. These school-level data are reported for informational purposes. Under Title III, funding and accountability are at the local educational agency or consortium level.

CDS Code	Type	LEA/School Name	AMAO 1 - Annual Growth					AMAO 2 - Attaining English Proficiency					
			Number of Annual CELDT Takers	Percent with Prior CELDT Scores	Number in Cohort	Number Met AMAO 1	Percent Met AMAO 1	Less than 5 years			5 Years or More		
								Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level	Number in Cohort	Number Attain Eng Prof. Level	Percent Attain Eng Prof. Level
50-75564-000000	Total	Oakdale Joint Unified	540	100%	540	299	55.4%	401	83	20.7%	236	102	43.2%
50-75564-6052880	Elementary	Cloverland Elementary	82	100%	82	45	54.9%	86	14	16.3%	22	--	--
50-75564-6052898	Elementary	Fair Oaks Elementary	89	100%	89	57	64%	88	27	30.7%	20	--	--
50-75564-6100390	Elementary	Magnolia Elementary	85	100%	85	43	50.6%	77	14	18.2%	24	--	--
50-75564-0107979	Elementary	Sierra View Elementary	125	100%	125	67	53.6%	122	25	20.5%	30	14	46.7%
50-75564-6052906	Middle	Oakdale Junior High	70	100%	70	41	58.6%	7	--	--	67	30	44.8%
50-75564-5031950	High	East Stanislaus High	7	100%	7	--	--	1	--	--	7	--	--
50-75564-5035654	High	Oakdale High	82	100%	82	45	54.9%	20	--	--	66	34	51.5%

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

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Site Accountability Worksheet

ELEMENTARY SCHOOLS AND JUNIOR HIGH					
Site Name: Sierra View					
Accountability Measure	Site's Spring 2010 Score	Goal for Spring 2011	Should this area be addressed via a site plan goal?		
			No ✓	Possibly ✓	Yes ✓
Site API Base	859	Growth of at least 1 point OR Minimum API Score of 710			X
AYP (ELA) <input type="checkbox"/> School-wide	65.1%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> Socioeconomically Disadvantaged	53.1%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> English Learners	51.7%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> Students with Disabilities	42.2%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> Hispanic	55.9%	67.6% Proficient/Advanced			X
AYP (ELA) <input type="checkbox"/> White	68.7%	67.6% Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> School-wide	72.5%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> Socioeconomically Disadvantaged	60.1%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> English Learners	59.5%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> Students with Disabilities	67.2%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> Hispanic	62.0%	68.5 Proficient/Advanced			X
AYP (Math) <input type="checkbox"/> White	77.3%	68.5 Proficient/Advanced			X
AMAO 1	53.6%	54.6% ELs attaining annual growth targets			X
AMAO 2	25.7%	33.9% ELs attaining prof.			X

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Sierra View Elementary ELA Program Data Analysis

AYP	Spring 2010 Achievement	Spring 2011 GOAL	Would current achievement meet 2011 goal?
• ELA AYP % Participation	100%	95%	Yes
• ELA AYP % Prof/Adv	65.1%	67.6%	No

Spring 2010 STAR ELA Subgroup Gap Analysis			
Subgroup	Spring 10 % Pro/Adv	Spring 2011 Goal	GAP
Hispanic	55.9%	67.6%	11.7%
Socioeconomically Dis.	53.1%	67.6%	14.5%
English Learners	51.7%	67.6%	15.9%
Students with Disabilities	42.2%	67.6%	25.4%
Current subgroup achievement would not meet the Spring 2011 ELA goal.			

STAR ELA Students with Disabilities Subgroup Gap Analysis Over Time			
STAR Testing	SWD % Pro/Adv	Schoolwide % Pro/Adv	GAP
Spring 2003			
Spring 2004			
Spring 2005			
Spring 2006	16.3 %	53.6%	37.3%
Spring 2007	22.2%	51.5%	29.3%
Spring 2008	46.9%	53.4%	6.5%
Spring 2009	38.2%	59.8%	21.6%
Spring 2010	42.2%	65.1%	22.9%

STAR ELA Socio-Economically Disadvantaged Subgroup Gap Analysis Over Time			
STAR Testing	Socio Disadvantaged % Pro/Adv	Schoolwide % Pro/Adv	GAP
Spring 2003			
Spring 2004			
Spring 2005			
Spring 2006	35%	53.6%	18.6%
Spring 2007	36.8%	51.5%	14.7%
Spring 2008	38.4%	53.4%	15%
Spring 2009	41.6%	59.8%	18.2%
Spring 2010	53.1%	65.1%	12%

Oakdale Joint Unified School District
Single Plan for Student Achievement

EL English Language Arts Gap Analysis Over Time			
STAR Testing	EL % Pro/Adv	School-wide % Pro/Adv	GAP
Spring 2006	29%	53.6%	24.6%
Spring 2007	33.6%	51.5%	17.9%
Spring 2008	38.7%	53.4%	14.7%
Spring 2009	38%	59.8%	21.8%
Spring 2010	51.7%	65.1%	13.4%

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Single Plan for Student Achievement

RFEP Spring 2010 CST in ELA

# of RFEP	# Proficient/Advanced in ELA	% Proficient/Advanced in ELA
48	40	84%

RFEP/School wide Spring 2010 CST Gap Analysis

STAR TEST	RFEP % Prof/Adv	School wide % Prof/Adv	GAP
ELA CST	84%	65.1%	+18.9%

Spring 2010 ELA Gap Analysis – By Grade

Subgroup/Area	% Pro/Adv	Spring 2011 Goal	GAP
2nd Grade	61%	67.6%	6.6%
3rd Grade	57%	67.6%	10.6%
4th Grade	71%	67.6%	+3.4%
5th Grade	65%	67.6%	2.6%
6th Grade	66%	67.6%	1.6%

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

Grade	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	40%	46%	57%	61%
3rd Grade	36%	33%	56%	57%
4th Grade	59%	69%	72%	71%
5th Grade	51%	62%	55%	65%
6th Grade	61%	55%	67%	66%

Our current subgroup achievement would not meet the Spring 2011 goal, but each subgroup has shown overall improvement since Spring 2006, and we met our AYP *percent proficient* criteria for 2010.

% of Students by Proficiency Level Over time

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2008	4%	10%	33%	33%	20%
2009	2%	10%	27%	38%	23%
2010	2%	5%	27%	39%	27%

Our percentages of students scoring FBB, BB, and Basic are decreasing over time; we have done an excellent job of moving students to Proficient/Advanced.

Oakdale Joint Unified School District
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Name of Intervention: Read 180					
Number of Students enrolled in ELA intervention 36 students who have 2009 and 2010 CST/CMA/CAPA scores.					
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	10	17	3	5	1
2010	4	11	13	6	2
We moved 12 students (33%) out of FBB/BB.					

Name of Intervention: ELA Intersession					
Number of Students enrolled in ELA intervention: 45 students who have 2009 and 2010 CST/CMA/CAPA scores.					
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	5	13	25	2	--
2010	2	8	27	8	--
We moved 8 students (18%) out of FBB/BB.					

Name of Intervention: ELA Intersession					
Number of Students enrolled in ELA intervention: 102 students in 08/09; 81 students in 09/10					
	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	8 (8%)	26 (25%)	43 (42%)	23 (23%)	2 (2%)
2010	3 (4%)	11 (13%)	45 (56%)	20 (25%)	2 (2%)
Our FBB/BB percentage decreased from 33% to 17%.					

ELA Program Evaluation Questions

1. What instructional practices and programs are in place which have enabled us to consistently move our students out of FBB, BB, and Basic to Proficient/Advanced?
 - + Excellent teachers
 - + Staff collaboration
 - + Read 180 (grades 4-6)
 - + Special Education
 - + Student Study Team meetings
 - + Title 1 program (small group remedial instruction)
 - + Bilingual aide assistance (EIA)
 - + Differentiated instruction/centers/Universal Access
 - + Intersession (after school program for grades 2-6)
 - + Lexia
 - +Technology (Elmo document cameras/projectors; Smart Boards; PowerPoint; web resources; curriculum on CD/DVD)
 - +Volunteer assistance (parents/family members, OHS student helpers, university students, cross age tutoring)
 - + Picture Vocabulary cards and picture dictionaries
 - + Graphic Organizers/White boards/Manipulatives
 - + Accelerated Reader
 - + SRA
 - + Mountain Language and Daily Oral Language
 - + Phonics instruction
 - + Standards practice books
 - + Writing binders (site developed)
 - + Use of concept/curriculum related songs
 - + Materials to assist students with special needs

2. Focusing on our subgroups, what improvements can be made to increase the success of our students who are not currently at the Proficient/Advanced level?
 - + Intersession for first grade
 - + Professional development through conference attendance
 - + More instructional time to complete ELA units
 - + Increased Instructional aide time

Oakdale Joint Unified School District
Single Plan for Student Achievement

Elementary/Junior High Goals for English Language Arts

PROGRAM SUPPORT GOAL # 1

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

By Spring 2011, students scoring Proficient/Advanced on the ELA CST will increase from 65.1%, demonstrated in Spring 2010, to 67.6% which is the Spring 2011 goal.

Student Subgroup Achievement in Spring 2010: Hispanic 55.9% English Learners 51.7% Students with Disabilities 42.2% Socio Economically Disadvantaged 53.1% White 68.7%				Anticipated annual CST growth for each Student Subgroup Goal: Hispanic 60.31% (SH) English Learners 56.53% (SH) Students with Disabilities 47.98% (SH) Socio Economically Disadvantaged 57.79% (SH) White 70%			
Benchmark Testing <u>Goals</u> for Identified Subgroups/Grade Levels				Benchmark Testing <u>Results</u> for Identified Subgroups/Grade Levels			
Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3	Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3
Hispanic	61%	61%	N/A				N/A
English Learners	57%	57%	N/A				N/A
Students w/ Disabilities	48%	48%	N/A				N/A
SED	58%	58%	N/A				N/A
White	70%	70%	N/A				N/A
1st Trimester Benchmark Findings/Possible Revised or Additional Actions: 2nd Trimester Benchmark Findings/Possible Revised or Additional Actions:							

Oakdale Joint Unified School District
Single Plan for Student Achievement

GOAL 1: Site Budget Spending

<p>Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p>Start Date² Completion Date</p>	<p>Proposed Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
Intersession program for grades 2-6	9/15/10 to 11/04/10	Staffing and supply costs	\$4,000	Title 1
Student Study Team Meetings	Each month as needed	Substitute costs	\$1,500	Title 1
Professional Development/Staff Collaboration	On-going	Substitute costs/workshop fees/material purchases	\$1,500	Title 1
Teaching of standards-based curriculum	On-going	Instructional materials/supplies	\$29,994 \$18,500 \$4,500	Title 1 EIA SIP
Technology	On-going	Printing costs/Maintenance costs	\$4,575 \$1,500	Title 1 EIA
Parent Involvement/Communication	On-going	Computers/Smart Board/Projector/software	\$10,000	Title 1
		Printing costs Translator/Interpreter staff costs	\$2,000 \$3,500	Title 1 EIA

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

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

Oakdale Joint Unified School District
Single Plan for Student Achievement

Sierra View Elementary MATH Program Data Analysis

AYP	Spring 2010 Achievement	Spring 2011 GOAL	Will goal be met?
• MATH AYP % Participation	100%	95%	Yes
• MATH AYP % Prof/Adv	72.5%	68.5%	Yes

Spring 2010 STAR MATH Subgroup Gap Analysis			
Subgroup	Spring 10 % Pro/Adv	Spring 2011 Goal	GAP
Hispanic	62%	68.5%	6.5%
Socio Disadvantaged	60.1%	68.5%	8.5%
English Learners	59.5%	68.5%	9.0%
Students with Disabilities	67.2%	68.5%	1.3%

STAR MATH English Learner Subgroup Gap Analysis Over Time			
STAR Testing	EL % Pro/Adv	School-wide % Pro/Adv	GAP
Spring 2006	38.3 %	61.8%	23.5%
Spring 2007	45.5%	62.1%	16.6%
Spring 2008	55.9%	69.3%	9.4%
Spring 2009	56.2%	70.6%	14.4%
Spring 2010	59.5%	72.5%	13%

RFEP Spring 2010 CST in ELA		
# of RFEP	# Proficient/Advanced in ELA	% Proficient/Advanced in ELA
48	40	84%

RFEP/School wide Spring 2010 CST Gap Analysis			
STAR TEST	RFEP % Prof/Adv	School wide % Prof/Adv	GAP
ELA CST	84%	65.1%	+18.9%

STAR MATH Socio-Economically Disadvantaged Subgroup Gap Analysis Over Time			
STAR Testing	Socio % Pro/Adv	School-wide % Pro/Adv	GAP
Spring 2006	41.8%	61.8%	20%
Spring 2007	46.8%	62.1%	15.3%
Spring 2008	59.9%	69.3%	9.4%
Spring 2009	58.4%	70.6%	12.2%
Spring 2010	60.1%	72.5%	12.4%

Spring 2010 MATH Gap Analysis – By Grade			
Subgroup/Area	% Pro/Adv	Spring 2011 Goal	GAP
2nd Grade	71%	68.5%	+2.5%
3rd Grade	78%	68.5%	+9.5%
4th Grade	80%	68.5%	+11.5%
5th Grade	71%	68.5%	+2.5%
6th Grade	64%	68.5%	4.5%

Oakdale Joint Unified School District
Single Plan for Student Achievement

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

Grade	Spring 2007	Spring 2008	Spring 2009	Spring 2010
2nd Grade	49%	58%	67%	71%
3rd Grade	60%	68%	72%	78%
4th Grade	67%	80%	83%	80%
5th Grade	62%	69%	61%	71%
6th Grade	68%	65%	72%	64%

Our current subgroups achievement would not meet the Spring 2011 goal, but each subgroups has shown overall improvement since Spring 2006, and we met our AYP *percent proficient* criteria for 2010.

% of Students by Proficiency Level Over time

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2008	1%	9%	22%	39%	29%
2009	2%	10%	18%	32%	38%
2010	1%	7%	19%	34%	39%

Our percentages of students scoring FBB, BB, and Basic are decreasing over time; we have done an excellent job of moving students to Proficient/Advanced.

Name of Intervention: Math Intersession

Number of students enrolled in intervention: 36 students who have 2009 and 2010 CST/CMA/CAPA scores

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	1	19	15	--	1
2010	3	7	19	4	3

We moved 10 students (28%) out of FBB/BB.

Name of Intervention: Math Intersession

Number of students enrolled in intervention: 79 students in 08/09; 90 students in 09/10

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2009	2 (3%)	20 (25%)	23 (29%)	24 (30%)	10 (13%)
2010	3 (3%)	15 (17%)	41 (46%)	21 (23%)	10 (11%)

Our FBB/BB percentage decreased from 28% to 20%.

Math Program Evaluation Questions

1. What instructional practices and programs are in place which have enabled us to consistently move our students out of FBB, BB, and Basic to Proficient/Advanced?

- + Excellent teachers
- + Staff collaboration
- + Special Education
- + Student Study Team meetings
- + Title 1 program (small group remedial instruction)
- + Bilingual aide assistance (EIA)
- + Evening math classes for parents/students
- + Differentiated instruction/centers/Universal Access
- + Intersession – Accelerated Math (after school program for grades 2-6)
- + Technology (Elmo document cameras/projectors; Smart Boards; PowerPoint; web resources including district math website; curriculum on CD/DVD)
- + Volunteer assistance (parents/family members, OHS student helpers, university students, cross age tutoring)
- + White boards/Manipulatives/Games
- + Mountain Math/5 A Day/Rocket Math/Timed Computation tests
- + Standards practice books
- + Use of concept/curriculum related songs
- + Materials to assist students with special needs

2. Focusing on our subgroups, what improvements can be made to increase the success of our students who are not currently at the Proficient/Advanced level?

- + Intersession for first grade
- + Professional development through conference attendance
- + More instructional time to complete Math units
- + Increased Instructional aide time
- + After school tutoring
- + Math computer programs
- + Smaller class sizes in grades 4-6
- + Parental involvement at home

Oakdale Joint Unified School District
Single Plan for Student Achievement

Elementary/Junior High Goal for Math

PROGRAM SUPPORT GOAL # 2

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

By Spring 2011, students scoring Proficient/Advanced on the Math CST will increase from 72.5%, demonstrated in Spring 2010, to 75.5% which is an increase of 3%; the Spring 2011 goal of 68.5% has already been met.

Student Subgroup or Grade Level Goals supporting the goal:

Hispanic 62%

English Learners 59.5%

Students w/ Disabilities 67.2%

Socio Economically Disadvantaged 60.1%

White 77.3%

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

Hispanic 65.8% (SH)

English Learners 63.55% (SH)

Students w/ Disabilities 68.5%

Socio Economically Disadvantaged 64.09% (SH)

White 80%

Benchmark Testing Goals for Identified Subgroups/Grade Levels

Benchmark Testing Results for Identified Subgroups/Grade Levels

Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3	Subgroup/Gr. Level	Trimester 1	Trimester 2	Trimester 3
Hispanic	66%	66%	N/A				N/A
English Learner	64%	64%	N/A				N/A
Students w/ Disabilities	69%	69%	N/A				N/A
SED	64%	64%	N/A				N/A
White	80%	80%	N/A				N/A

1st Trimester Benchmark Findings/Possible Revised or Additional Actions:

2nd Trimester Benchmark Findings/Possible Revised or Additional Actions:

Oakdale Joint Unified School District
Single Plan for Student Achievement

GOAL 2: Site Budget Spending

<p style="text-align: center;">Actions to be Taken to Reach This Goal³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)</p>	<p style="text-align: center;">Start Date⁴ Completion Date</p>	<p style="text-align: center;">Proposed Expenditures</p>	<p style="text-align: center;">Estimated Cost</p>	<p style="text-align: center;">Funding Source</p>
Intersession program for grades 2-6	Feb – April, 2010	Staffing and supply costs	\$4,000	Title 1
Student Study Team Meetings	Each month as needed	Substitute costs	\$1,500	Title 1
Professional development/staff collaboration	On-going	Substitute costs/workshop fees/materials purchase	\$1,500	Title 1
Teaching of Standards-based curriculum	On-going	Instructional materials/supplies	\$29,994 \$18,500 \$4,500	Title 1 EIA SIP
		Printing costs/Maintenance costs	\$4,575 \$1,500	Title 1 EIA
Instructional aide – extra support time	On-going	Salary costs	\$1,500	EIA
Technology	On-going	Computers/Smart Board/Projector/software	\$10,000	Title 1
Parent Involvement/Communication	On-going	Printing Costs	\$2,000	Title 1
		Translator/Interpreter staff costs	\$3,500	EIA

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

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

Oakdale Joint Unified School District
Single Plan for Student Achievement

Programs Included in This Plan

	Program	Cloverland			Fair Oaks			Magnolia			Sierra View			Oakdale Jr High		
		Discretionary	Reserve	Salaries	Discretionary	Reserve	Salaries	Discretionary	Reserve	Salaries	Discretionary	Reserve	Salaries	Discretionary	Reserve	Salaries
U n r e s t r i c t e d	0000-General Ed Discretionary	10,153			16,038			12,327			14,362			38,806		
	0000-Operations & Grounds Discr															
	0032-MAA															
	0042-Tech Reserve & Replacement															
	0063-After School Grants & Fit For TF	128			18			679			250			491		
	0072-Donations, Drive to Survive															
	0075-WAMU Grant															
	0600-9th Grade CSR															
	0605-Deferred Maintenance															
	0608-Community Based Engl Tutoring															
	0609-ROP															
	0610-Adult Ed															43,532
	0611-School Safety															
	0612-Arts & Music															
0613-CAHSEE Intensive Instr																
0613-Hourly Programs																
0614-Suppl School Counselors															53,543	
0616-GATE																
0617-Instr Materials Funding RP																
0621-PAR/Mentor Teacher																
0625-Prof Dev-Math & Reading																
0631-Pupil Retention BG																
0634-Professional Dev BG																
0635-Targeted Instr Impv BG																
0636-School & Lib Impv BG	4,500			4,500			4,500			4,500			42,564		36,846	
1100-Lottery																
1300-K-3 CSR			1,185,125			1,701,452			1,094,070			1,603,589				
F e d e r a l	3010-Title I	28,654		87,715	76,718		57,887	43,786		81,701	16,075		116,359			
	3011-Title I ARRA	32,946			38,109			35,527			37,494					
	3200-SFSF ARRA			43,144			41,740			98,818			48,204		75,129	
	3310-IDEA			114,208			48,580			109,327			49,223		83,893	
	3313-IDEA ARRA Basic												11,682			
	3319-IDEA Preschool															
	3324-IDEA Preschool															
	3550-Perkins															
	3710-Title VI Safe & Drug Free															
	4035-Title II Imprv Teacher Qlty									61,847						
	4045-Title II EETT															
4201-Title III Immigrant Ed																
4203-LEP																
S t a t e	6010-ASES	35,104		78,218	35,720		78,169	36,074		78,370				97,963		
	6286-ELAP															
	6300-Inst Mat Lottery															
	6500-Special Ed			252,562			175,703			259,952			249,937		360,468	
	6506 Special Ed CAHSEE															
	7010-Agricultural Voc Ed															
	7090-Economic Impact Aid	3,515	36,694	37,866	66	42,085	41,251	4,581	22,450	45,555	25,000	39,767	45,088	5,242	19,486	37,650
7230-Home To School Transp																
	9076-TUPE Consortium															3,000
	9119-BTSA															
	9210-ROP Lottery															
Totals:		115,000	36,694	1,798,838	171,169	42,085	2,144,782	137,474	22,450	1,829,640	97,681	39,767	2,124,082	185,066	19,486	694,061

Oakdale Joint Unified School District
Single Plan for Student Achievement

	Program	East Stan HS			Oakdale High School			Valley Oak		District			Total
		Discretionary	Reserve	Salaries	Discretionary	Reserve	Salaries	Discretionary	Salaries	Discretionary	Reserve	Salaries	
U n r e s t r i c t e d	0000-General Ed Discretionary	5,331			85,878			4,087		432,550			527,846
	0000-Operations & Grounds Discr									157,755			157,755
	0032-MAA									143,000			143,000
	0042-Tech Reserve & Replacement									100,000			100,000
	0063-After School Grants & Fit For TF												0
	0072-Donations, Drive to Survive									29,710			29,710
	0075-WAMU Grant									540			540
	0600-9th Grade CSR											143,569	143,569
	0605-Deferred Maintenance									178,925			178,925
	0608-Community Based Engl Tutoring											15,263	15,263
	0609-ROP						171,087						171,087
	0610-Adult Ed			31,769			40,152			2,334		31,797	106,052
	0611-School Safety						70,397						70,397
	0612-Arts & Music									53,902		23,763	77,665
	0613-CAHSEE Intensive Instr				13,583					27,684			41,267
	0613-Hourly Programs									88,375			88,375
	0614-Suppl School Counselors						116,500						116,500
	0616-GATE											78,073	78,073
	0617-Instr Materials Funding RP									284,064			284,064
	0621-PAR/Mentor Teacher									20,568			20,568
	0625-Prof Dev-Math & Reading									41,922			41,922
0631-Pupil Retention BG			42,359			18,341						60,700	
0634-Professional Dev BG												28,826	
0635-Targeted Instr Impv BG											161,169	161,169	
0636-School & Lib Impv BG	9,000			77,571		70,929			50,623		56,551	264,674	
1100-Lottery											555,580	555,580	
1300-K-3 CSR												0	
F e d e r a l	3010-Title I									79,582		48,665	128,247
	3011-Title I ARRA									24,448		12,196	36,644
	3200-SFSF ARRA						158,044				748	263,147	421,939
	3310-IDEA						194,499			42,864		237,601	474,964
	3313-IDEA ARRA Basic									200,996		274,505	475,501
	3319-IDEA Preschool									12,319			12,319
	3324-IDEA Preschool									13,937			13,937
	3550-Perkins				28,214								28,214
	3710-Title VI Safe & Drug Free									1,818			1,818
	4035-Title II Imprv Teacher Qlty									295,111		19,482	314,593
	4045-Title II EETT									6,419			6,419
	4201-Title III Immigrant Ed											8,140	8,140
4203-LEP									93,219			93,219	
S t a t e	6010-ASES									38,486		39,093	77,579
	6286-ELAP									56,349			56,349
	6300-Inst Mat Lottery									181,101			181,101
	6500-Special Ed						725,640		29,098		1,114,603		4,697,470
	6506 Special Ed CAHSEE									61,467			61,467
	7010-Agricultural Voc Ed				9,061								9,061
	7090-Economic Impact Aid	473	10,359			43,827	33,090			9,616	31,577	32,060	161,002
7230-Home To School Transp									413,681		703,430	1,117,111	
9076-TUPE Consortium						3,000			27,822			30,822	
9119-BTSA									12,874			12,874	
9210-ROP Lottery				6,931								6,931	
Totals:		14,804	10,359	74,128	221,238	43,827	1,601,679	4,087	29,098	6,041,016	32,325	3,818,687	11,891,248

HTS

Oakdale Joint Unified School District
Single Plan for Student Achievement

Funding Source	Title I	SIP	EIA	Overall Total
Amount	\$53,569	\$4,500	\$25,000	\$83,069
Goal 1 Expenditures				
Intersession	\$4,000			\$4,000
SST meetings	\$1,500			\$1,500
PD/Staff Collab.	\$1,500			\$1,500
Teaching of standards based curriculum	\$34,569	\$4,500	\$20,000	\$59,069
Technology	\$10,000			\$10,000
Parent involvement/ Translation	\$2,000		\$3,500	\$5,500
Goal 2 Expenditures				
As above with the addition of Instructional Aide – extra support time			\$1,500	\$1,500
TOTAL	\$53,569	\$4,500	\$25,000	\$83,069

Oakdale Joint Unified School District
Single Plan for Student Achievement

School Site Council/English Learner Advisory Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Arisbeldi Anaya				X	
Diana Corona				X	
Leesa Gagos				X	
Lora Gery				X	
Stacy Graham		X			
Christy Jackson		X			
Elva Jimenez				X	
Karyn Miller		X			
Sigrid Noordewier		X			
Terri Taylor	X				
Virginia Valero				X	
Susan Weaver		X			

Oakdale Joint Unified School District
Single Plan for Student Achievement

School Parental Involvement Policy

Sierra View Elementary agrees to implement the following statutory requirements:

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

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

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

PART II

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

1. Sierra View Elementary School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school wide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - The School Site Council/English Learner Advisory Council shall review and revise as necessary the next school year's Parental Involvement Policy prior to the end of the school year.
 - The proposed Parental Involvement Policy for the next school year will be presented for further advisement to the school's Parent Teacher Committee prior to the end of the school year.
2. Sierra View Elementary School will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - The Parental Involvement Policy will be included in the school's beginning of the year packet.
 - The School Compact will be sent home for review and signatures.
 - The School Parental Involvement Policy and the School Compact will be posted on the school's website.

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3. Sierra View Elementary School will periodically update its School Parental Involvement Policy to meet the changing needs of parents and the school:
 - The annual revision of the Single Plan for Student Achievement completed by December each year will inform the review/revision of the School's Parental Involvement Policy and the School Compact.

4. Sierra View Elementary School will annually notify parents if their child qualifies for Title I services and what services will be offered.

5. Sierra View Elementary School will hold the following meetings, open to the public:
 - Parent Teacher Committee Meetings will be held at least quarterly.
 - School Site Council/ELAC Meetings will be held three times per year.

6. Sierra View Elementary School, in conjunction with the District, will provide a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
 - The School Accountability Report Card and Single Plan for Student Achievement will be posted on the school website.
 - Bi-Monthly Newsletters will include the school's website and note that the School Accountability Report Card and Single Plan for Student Achievement may be viewed electronically or a hard copy is available in the school's front office.

7. Sierra View Elementary School will provide parents opportunity to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

School Site Council/English Learner Advisory Council agendas shall provide opportunity for parent input.

 - Parent concerns will be directed first to the classroom teacher and then the vice principal or principal.

PART III **SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT**

Sierra View Elementary School will support a partnership encompassing the school, parents, and the community to improve student academic achievement as described below:

1. The school will incorporate the School-Parent Compact as a component of its School Parental Involvement Policy.
2. The school, with the assistance of the district, will assist parents in understanding topics such as:
 - The State's academic content standards,
 - The State's student academic achievement standards,
 - The State and local academic assessments including alternate assessments,
 - The requirements of Title I,
 - How to monitor their child's progress, and
 - How to work with educators.

These topics will be addressed as follows:

- Parent Handbook in the Beginning of the Year Packet.
- Information posted on the district/school website.
- Parent/teacher conferences
- Back to School Night

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3. The school, with the assistance of the district, will provide materials and training to help parents improve their children's academic achievement via activities such as literacy training, using technology:
 - District sponsored parent nights supporting all parents include:
 - Annual Parent Orientation for Parents of Gifted Learners
 - Gang Prevention Awareness
 - Parent Institute for Spanish speaking parents
 - District sponsored parent nights supporting parents of English Learners include:
 - Understanding the CELDT and STAR scores (Offered each fall)
 - Supporting my child to pass the CAHSEE
 - Parent Institute
4. The school and district will provide collaboration of programs and activities related to parent and community involvement:
 - The school will send parent/staff representation to quarterly District Parent Involvement Advisory Council Meetings.
 - The school will send parent/staff representation to quarterly DELAC Meetings.
 - Site representation at the District Parent Involvement Advisory Council and DELAC will monitor the implementation of the district's Parent Involvement Action Plan, advise upon the upcoming year's Parent Involvement Action Plan, and carry pertinent information back to School Site Council, ELAC, and Parent Teacher Committee Meetings.
5. The school will, to the extent feasible and appropriate ensure that information related to the school's parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

PART IV **DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training:
 - Parent representatives on the School Site Council and the Single Plan for Student Achievement Revision Team will advise upon staff development included in the SPSA.
2. Providing the necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training:
 - Parent representatives on the School Site Council and the Single Plan for Student Achievement Revision Team will advise upon parent literacy training to be included in the SPSA.
 - Parent representatives on the District Parent Involvement Advisory Council will advise upon parent literacy training to be included in the LEA Plan (Local Educational Agency Plan) describing district activities.
3. Training parents to enhance the involvement of other parents:
 - Parent representatives from this site will participate in annual training of trainers that the District Parent Involvement Advisory Council members participate in. As trainers themselves, the site representatives will carry pertinent training back to their sites.
 - Parent representatives on the School Site Council and the Single Plan for Student Achievement Revision Team will advise upon training to be included in each year's SPSA.
4. In order to maximize parental involvement and participation in their children's education, the site will endeavor to arrange school meetings at a variety of times.

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5. Establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs:
 - A District Parent Involvement Advisory Council meets quarterly.
 - Members of the District Parent Involvement Advisory Council are trained annually. Training includes review of exemplary models of Parental Involvement.

8. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities:
 - Parent representatives on the School Site Council and the Single Plan for Student Achievement Revision Team will advise upon community involvement to be included in the SPSA that will support site academic goals.

9. Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV ADOPTION

This policy was adopted by the **Sierra View Elementary School** on **4/27/10** and will be in effect for the 2010-2011 school year. The school will distribute this policy to all parents. The **Sierra View Elementary School's** notification to parents of this policy will be in an understandable and uniform format and, to the extent practicable, a copy will be provided in a language the parents can understand.

(Signature of Authorized Official)

(Date)

STUDENT/FAMILY/STAFF COMPACT

The Sierra View Elementary Community pledges to support the following goals:

- Provide a child-centered learning environment that will empower all students to become lifelong learners and productive members of society.
- Increase the number of students achieving Basic, Proficient or Advanced on the English Language Arts and Mathematics sections of the Spring 2008 STAR Test.

Sierra View Students, Parents, and Staff will work together to achieve these goals.

STUDENT PLEDGE:

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

- Come to school on time and ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about my school experiences.
- Focus on studying, reading, and family and/or community activities every day after school.
- Respect myself and all members of the school community.

FAMILY/PARENT PLEDGE:

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

- Provide a dedicated time and quiet place to support homework. Limit TV viewing and video game playing.
- Read to my child or encourage my child to read every day (20 minutes K-3 and 30 minutes grades 4-6).
- Communicate with the teacher when I have a concern.
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention, proper nutrition, and proper hygiene.
- Regularly monitor my child's progress in school.
- Participate at school activities by volunteering and/or attending parent-teacher conferences, school events, and school decision-making meetings.
- Communicate the importance of education to my child.
- Respect myself and all members of the school community.

STAFF PLEDGE:

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

- Provide high-quality curriculum and instruction to students.
- Endeavor to motivate each student to learn and do their best.
- Have high expectations for each student and help each student develop a lifelong love of learning.
- Communicate regularly with students and families about student progress.
- Provide a safe and supportive learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities and actively collaborate with colleagues.
- Respect myself and all members of the school community.

Student

Parent/Guardian

Teacher