

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT OAK PARK ELEMENTARY SCHOOL

**2018-19**

37-68338-6040026

CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.

For additional information on school programs and how you may become involved, please contact the following person:

**Principal:** Villery, Reashon

**Contact Person:** Villery, Reashon

**Position:** Principal

**Telephone Number:** 619-344-5000

**Address:** 2606 54th St, Oak Park Elementary, San Diego, CA, 92105-4937,

**E-mail Address:** rvillery@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval:** *Tuesday, June 26, 2018*

**SAN DIEGO UNIFIED SCHOOL DISTRICT**

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools  
Financial Planning and Development  
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT  
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Oak Park Elem. (0223)

DUE: April 6, 2018 (Traditional)  
May 2, 2018 (Year Round)

SITE CONTACT PERSON: Reashon Villey

PHONE: (619) 344-5000 FAX: (619) 344-5049 E-MAIL ADDRESS: rvilley@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3/2/18
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: \_\_\_\_\_
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 4/3/18
- Site Governance Team (SGT) Date of presentation: 3/20/18
- Other (list): Principals Office/PTA Date of presentation: 3/8/18 & 4/5/18

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/6/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Reashon Villey  
Type/Print Name of School Principal

R. Villey  
Signature of School Principal

4/6/18  
Date

Brittany Cooper  
Type/Print Name of SSC Chairperson

B. Cooper  
Signature of SSC Chairperson

4/6/18  
Date

MONIKA HAZEL  
Type/Print Name of Area Superintendent

Monika Hazel  
Signature of Area Superintendent

5/16/18  
Date

Submit Document With Original Signatures To:  
Financial Planning, Monitoring and Accountability Department  
Eugene Bruckner Education Center, Room 3209

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**SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****INTRODUCTION**

The 2018-2019 achievement goals are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS. The contents of this SPSA include the 2018-2019 SSC approved categorical budget. The work toward approving the 2018-2019 categorical budget was completed in the spring of 2018 in preparation for the 2018-2019 school year. This document is contained in the appendix and has been updated to address the 2018-2019 academic environment and academic goals. The rationales for each expense are identified in the budget. The mission of the San Diego Unified School District and Oak Park Elementary Music Conservatory is that all students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow. Oak Park will fulfill this mission by fostering academic achievement and conceptual understanding in English Language Arts and Mathematics, through an emphasis on big ideas and relationships across the curriculum, where music education is fundamental to knowledge acquisition. Our culturally and ethnically diverse music program enables us to integrate music principles in conjunction with the California State Standards to develop the literacy, mathematical and social skills of the whole child.

Our Single Plan for Student Achievement fulfills this goal by providing a culturally-relevant environment that emphasizes learning and high expectations for all students. A multitude of languages are spoken in the homes of Oak Park students.

Our school population is comprised of students who are: 1% Filipino, 2% Asian, 3% White, 23% Indochinese, 26% African American, 41% Hispanic and 5% other. Oak Park is a Title I school and approximately 88% of our students qualify free or reduced lunch. Our targeted sub-groups are: African-American, English Language Learners, and Hispanic. Based on SBAC and benchmark data the focused areas of need are Mathematics (number sense) and Literacy (vocabulary development).

Factors contributing to these areas of deficiency are the need for focused professional development, including collaboration and cohesive planning in the areas of number sense, reading comprehension, word analysis and vocabulary development.

Teachers will follow the District provided Math, Literacy and ELD curriculum; including Critical Concepts. They will also be provided opportunities for grade level collaboration/planning around instruction in Language Arts, Math and ELD instruction, full day PD, daily Math Routines and focused ELD instruction, on-going monitoring of students' progress in Math and Language Arts, access to high-quality Language Arts and Math enhancement software (Compass Learning and Learning Upgrade), and a Project Resource Teacher/Academic Coach. We will be able to improve teacher instructional practice and address these needs to increase student achievement.

([http://www.aera.net/uploadedFiles/Journals\\_and\\_Publications/Research\\_Points/RPSummer05.pdf](http://www.aera.net/uploadedFiles/Journals_and_Publications/Research_Points/RPSummer05.pdf))

(<http://www.closingtheachievementgap.org/cs/ctag/view/resources/93>).

In addition to on-going formative assessment measures (i.e. exit slips, reflections, student self-assessment) Oak Park Elementary will utilize the mathematics and literacy benchmarks to monitor student progress toward meeting the school SMART goals. The Oak Park staff will work to convey the importance of regular school attendance to parents/guardians and the school community.

**SCHOOL VISION AND REALITY****Oak Park Elementary and Music Conservatory Vision Statement:**

- All teachers and staff at Oak Park Elementary and Music Conservatory will accept accountability for the learning of all children in our school and are committed to growing professionally so that all students learn, achieve at high levels and create learning environments where teachers use research based and proven instructional practices, thrive in their teaching craft, and implement high quality instruction.
- All Oak Park Elementary students will be promoted to sixth grade with the age appropriate skills, motivation, curiosity and resilience necessary to succeed in middle school and to begin making critical decisions about high school and future career choices.

**Oak Park Elementary and Music Conservatory Mission Statement:**

- The mission of Oak Park Elementary & Music Conservatory is to provide a relevant and rigorous educational experience where music instruction is appreciated and students are encouraged and expected to use critical thinking skills across the curriculum, so that they will be prepared for the demands of 21st Century careers and be contributing citizens of society.

**Current Reality in Relation to the School Vision:**

- All teachers have committed to universal achievement, where all students will achieve at a proficient and advanced levels in reading, math, and writing. Teachers vary in instructional skills, knowing how to differentiate instruction, and understand how to implement effective interventions for struggling students. Teachers are open and eager to learn in their craft as educators.
- Parents and teachers report that they are very happy that their child (ren) attend Oak Park Elementary. Parents acknowledge that leadership matters and report that Oak Park has changed in a very positive way over that few years. They express appreciation for the increases in student achievement, the professional environment that has been created in the main office areas and the high expectations of teachers. They feel proud to have their child (ren) attend a clean and inviting school/campus. They feel their children are safe and cared for. When parents voice issues of concern, they are addressed immediately. Communication with parents is open and alternatives for clarifying issues impacting instruction, safety and achievement are offered.
- Teachers are open to learning from each other and are willing to share effective strategies that propel students to higher levels of achievement and comprehension. Teacher attendance is at an all-time high. Teachers enjoy coming to work.

**CORE AND SUPPLEMENTAL SUPPORTS****TEACHER ALLOCATIONS:**

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

**NURSE:**

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

**COUNSELOR**

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

**HEALTH TECHNCIAN**

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

**PROFESSIONAL DEVELOPMENT**

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in

order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

**Cycle I** (August-November) - How do we develop an academic, social and physical environment worthy of our children?

**Cycle 2** (November -February) - How do we create classrooms that are alive with collaborative conversations?

**Cycle 3** (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

**Cycle 4** (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

#### **SPSA ALIGNMENT TO THE LEA PLAN**

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

#### **PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS**

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

#### **LCFF COMMUNITY AND STAFF ENGAGEMENT**

Stakeholders have numerous opportunities to have their voices heard, to share input, to collaborate on the instructional programs at Oak Park and to discuss global school issues. Student group interventions, grade level supports, and individual/targeted instruction are also discussed. Parents, staff, and community members participate in the decision making process in a variety of ways. Information is shared, input is given, data is analyzed, and feedback is received during the following meetings or on committees regarding the instructional programs at Oak Park and how Title I funds should be spent: i.e., SSC, ELAC, PTA, ILT, Principal's Coffee, DAC, ASB, Grade Level PLCs, GATE Parent Meetings, Parent-Teacher Conferences, Staff Meetings, PD Sessions, SPED meetings, SDEA meetings, SST meetings and during IEP meeting, in addition to the SGT.

The discussion regarding the 2018-2019 budget and the use of the additional LCFF 09800 FTE for 2018-2019 took place with parents and PTA members at my Principal's Coffee on 1/11/18, with parents at our ELAC meeting on 1/11/18, with teachers after our PD session on 1/30/18, with

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teachers and staff members at the Budget Information and Input meeting held on 1/30/2018, and with our SSC members on 1/31/2018. Stakeholders were given an opportunity to ask questions and share input at these meetings. A survey was also given to teachers and staff members to share input on the proposed budget and the use of the additional FTE. Stakeholders reached consensus on the use of the FTE for next year and the SSC approved the budget for 2018-2019, on Tuesday, 1/31/2018.



<b>SCHOOL SITE COUNCIL MEMBERSHIP</b>	
<b>Member Name</b>	<b>Role</b>
DR. REASHON VILLERY	PRINCIPAL
ERIC WILSON	TEACHER
TAMMY FRUMKIN	TEACHER
DEBORAH GOLD	TEACHER
BRITTANY COOPER	OTHER SUPPORT PERSONNEL/SECRETARY
PETE REIS	PARENT
ISELA GARCIA	PARENT
THY VU	PARENT
LAM LE	PARENT
HOANG NGUYEN	PARENT

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

By June 2019, 55% (approx. 41 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 70% (approx. 54 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**Closing the Gap SMART Goal:**

\*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 45% (approx. 5 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 11 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: English Learners students

By June 2019, 40% (approx. 8 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 20% (approx. 11 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 45% (approx. 12 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 60% (approx. 17 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 2 - 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 35% (approx. 4 - 5th graders) will meet or exceed standards in ELA on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Teachers will collaborate on and design monthly common grade level assessments in addition to their individual classroom assessments to determine next steps and to monitor student progress.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze DRA and SRI achievement monthly, 8-10 times per year. Analysis will inform subsequent instruction.

**Area 2: Mathematics**

**Mathematics SMART Goal:**

By June 2019, 70% (approx. 52 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 55% (approx. 42 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

**Closing the Gap SMART Goal:**

\*Add/delete appropriate subgroups for your school. (For example: Asian, Filipino, Foster Youth, Homeless, Socioeconomically Disadvantaged, White,).

Subgroup: African American students

By June 2019, 55% (approx. 7 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 40% (approx. 7 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: English Learners students

By June 2019, 40% (approx. 8 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 30% (approx. 3 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 55% (approx. 15 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 50% (approx. 14 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 20% (approx. 2 - 3rd graders) will meet or exceed standards in Math on the SBAC exam.

By June 2019, 15% (approx. 5 - 5th graders) will meet or exceed standards in Math on the SBAC exam.

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**

Teachers will collaborate on and design monthly common grade level assessments in addition to their individual classroom assessments to determine next steps and to monitor student progress.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Math goal?

Teachers will meet by grade level/department to analyze end of unit assessments monthly, 8-10 times per year. Analysis will inform subsequent instruction.

**Area 3: English Learner**

**English Learner SMART Goal:**  
By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

**Closing the Gap SMART Goal:**

**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

- CELDT  
  Interim Assessments  
  End-Of-Course Exams  
  SBAC  
  DRA2  
  SMI  
  SRI  
  KDS  
  ELPAC  
  ARI  
  MDTP  
  Report Cards  
  End-Of-Unit Assessments  
  PowerSchool  
  Sign In Sheets  
  Other

**Other Assessments (Please Specify):**  
Teachers will collaborate on and design monthly common grade level assessments in addition to their individual classroom assessments to determine next steps and to monitor student progress.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?  
Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:  
Teachers will meet by grade level/department to analyze end of unit assessments monthly, 8-10 times per year. Analysis will inform subsequent instruction.  
Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

**Area 4: Graduation/Promotion Rate****Graduation Rate SMART Goal:**

By June 2019, at least 60% (approx. 47 - 3<sup>rd</sup> graders) will meet or exceed level 38 in DRA.

By June 2019, at least 70% (approx. 57 - 5<sup>th</sup> graders) will meet or exceed level 44 in DRA.

**Closing the Gap SMART Goal (Optional for Elementary schools):****WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT  Interim Assessments  End-Of-Course  
Exams  SBAC  DRA2  SMI  SRI  KDS  ELPAC  ARI  MDTP  Report Cards  End-Of-Unit  
Assessments  PowerSchool  Sign In Sheets  Other

**Other Assessments (Please Specify):**

Monitoring Fountas and Pinnel levels. In addition, teachers will collaborate on and design monthly common grade level assessments in addition to their individual classroom assessments to determine next steps and to monitor student progress.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Graduation/Promotion goal?

Teachers and counselors will meet by grade level/department to analyze end of unit assessments DRA/ARI/SRI, monthly 8-10 times per year. Analysis will inform subsequent instruction.

**Area 5: Parent Involvement and Community Engagement****Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% (approx. 560 families or total student enrollment) will receive information regarding academic and citizenship progress of their children.

By June 2019, at least 30% (approx. 168 families) will attend 1-2 training sessions on Standards Based Report Cards, Middle School Articulation, Attendance Policies, Campus Safety Procedures, Instructional Program Supports and Curriculum: Response to Intervention, SST, IEP, GATE Program (PowerSchool, etc.) to increase the milestones necessary for meaningful graduation.

**Targeted Population:**

African-American, Hispanic and English Language Learners

**What data did you use to form these goals?**

We will offer and hold several parent workshops in partnership with the Ballard Center, Parent University, Project Ujima, and FACE. These workshops and conference series will provide insight to parents on the new Common Core Standards and Assessments and a variety of topics that will equip parents to be positive and helpful advocates, as well as valuable and informed stakeholders in our school community. Evaluation forms and feedback info will be gathered to record data from these events. Our parent center coordinator and PTA president have served the community for many years and have monitored parent participation over the years. They keep records of how many and who comes to the PTA meetings, visit the PTA room, who seek help in our Parent Center, and who participates when we have instructors from the district's parent university program. The school keeps record of the number of parents who check in to volunteer and those who attend large school events throughout the school year.

**Progress and Growth Monitoring:** How and when will you monitor progress towards your Parent Involvement and Community goal?

Teachers and counselors will meet monthly, 8-10 times per year to analyze student progress using site developed criteria. Families are contacted monthly, based on progress.

Administration will identify specific audience and track attendance.

**BUDGET: Resources Aligned to Area Goals****Core Program:**

## Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.
- Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Teachers will use graphic organizers and Thinking Maps to support student understanding.
- Resource Teacher will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC and the Express Assessment from the SELD curriculum.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

## Strategic Support (Tier 2)

- Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.
- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialist will provide push in supplemental small group instruction for targeted students in need.
- Resource Teacher will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.
- Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

#### Intensive Intervention (Tier 3)

- Resource Teacher will provide small group instruction to lower performing students, assist with and facilitate PLC meetings and Professional Development, and will provide academic coaching to teachers in all content areas. The Resource Teacher will also help with student assessments and organize all state and district-wide exams and assessments.
- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Resource Teacher will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.
- Counselor and support mentors will provide monthly check in with at risk students
- Resource Teacher and/or PAL will provide monthly check in with families of at risk students
- Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.



## Oak Park Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

### 1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

Instructional supplies and books used by teachers and students in the classroom to meet ELA, Math, and ELD goals while closing the achievement gap. This resource will allow students to use weekly planners to record assignments and participate in the Elementary AVID program so that students develop strong study and organizational skills.

The Library Assistant provides help to students and teachers in the areas of reading, i.e., read a louds, shared reading materials, proper book selection, and intervention supports, which helps teachers maximize the instructional time so that students meet ELA, Math, and ELD goals. They also provide encouragement to students to be life-long lovers of reading, while providing enrichment opportunities for students and parents to enjoy the library together- Coordinating our Scholastic Book Fair.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.2880	\$25,614.14	\$36,170.63	0223-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	02, 04, 05, LCFF 1, LCFF 2, LCFF 3	The Music Teacher provides Music Curriculum /enrichment to students, while teachers pull students into small groups for targeted instruction. These students also receive 1:1 support, have curriculum and instruction front loaded - increase comprehension and all them to respond to Tier II and III interventions. Teachers are able to take reading running records, guide students in reading and learning goals, and/or give assessments. This position provides our school with the opportunity to support s
Supplies		\$194.93	\$194.93	0223-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Instructional supplies and books used by teachers and students in the classroom to meet ELA, Math, and ELD goals while closing the achievement gap.

#### How will you monitor these strategies/activities?

The principal, teachers, resource teacher, office staff, ILT, SSC, SGT, PTA, ELAC, DAC, and stakeholders will monitor the progress of this goal during each learning cycle and collaborate on how to best meet the needs of students.

### 2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):

The Resource Teacher provides small group instruction to students while ensuring full compliance, models lessons and provides 1:1 coaching to teachers, assists in leading PD sessions, facilitates PLCs, attend conferences, and distributes curriculum and materials that assist classroom instruction. The RT assists at SST and IEP meetings, sharing instructional practices and strategies for effectively teaching students in the classroom.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	1.0000	\$88,938.00	\$125,592.44	0223-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	The RT provides small group instruction to students; leading PD and PLCs, and distributes curriculum/materials that assist teachers/instruction. The RT assists at SST and IIEP meetings, sharing instructional practices and strategies for effective teaching; and supports ELs.

**How will you monitor these strategies/activities?**

The principal, teachers, resource teacher, office staff, ILT, SSC, SGT, PTA, ELAC, DAC, and stakeholders will monitor the progress of this goal during each learning cycle and collaborate on how to best meet the needs of students.

**3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**

The Resource Teacher provides small group instruction to students while ensuring full compliance, models lessons and provides 1:1 coaching to teachers, assists in leading PD sessions, facilitates PLCs, attend conferences, and distributes curriculum and materials that assist classroom instruction. The RT assists at SST and IEP meetings, sharing instructional practices and strategies for effectively teaching students in the classroom.

Teachers will participate in opportunities to engage in grade level planning, PLCs, Crawford Cluster Common Core PD, school tours, conferences, and district-wide PD sessions to grow professionally and to learn how to implement research based and proven best practices. This will assist them in teaching students in the classroom and providing targeted supports.

**How will you monitor these strategies/activities?**

The principal, teachers, resource teacher, office staff, ILT, SSC, SGT, PTA, ELAC, DAC, and stakeholders will monitor the progress of this goal during each learning cycle and collaborate on how to best meet the needs of students.

**4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):**

The Music Teacher provides Music Curriculum and enrichment to students, while teachers pull students into small groups for targeted instruction. These students also receive 1:1 support, have curriculum and instruction frontloaded - increase comprehension and all them to respond to Tier II and III interventions. Teachers are able to take reading running records, guide students in reading and learning goals, and/or give assessments. This position provides our school with the opportunity to support struggling students and propel their achievement. The Music Curriculum helps students in the areas of reading music, playing instruments, understanding sounds, and how to express themselves through music of all sorts; as well assists in the comprehension of math concepts. This helps with the social and emotional wellbeing of children helps to increase comprehension in ELA, Math and overall achievement. The Music teacher also provides encouragement to students to be life-long lovers of music, while providing enrichment.

**How will you monitor these strategies/activities?**

The principal, teachers, resource teacher, music staff, office staff, ILT, SSC, SGT, PTA, ELAC, DAC, and stakeholders will monitor the progress of this goal during each learning cycle and collaborate on how to best meet the needs of students.

## Oak Park Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

### 5. Strategies to meet parent engagement goals (7/1/2018 - 6/30/2019):

Paras will provide daycare services while parents attend campus workshops, training sessions, and school-wide events geared toward promoting increased parent involvement and engagement to equip them in supporting their child's education and the school.

Parents will attend conferences in addition to campus workshops, training sessions, and school-wide events geared toward promoting increased parent involvement and engagement to equip them in supporting their child's education at school.

Supplies for parents when they attend conferences in addition to campus workshops, training sessions, and school-wide events geared toward promoting increased parent involvement and engagement to equip them in supporting their child's education at school.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
In-service supplies		\$800.00	\$800.00	0223-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies such as light refreshments for parents to attend conferences, campus workshops, training sessions, and school-wide events geared toward promoting increased parent involvement, and engagement; to support their child's education.
Other Support Prsnl PARAS Hrly		\$100.00	\$128.41	0223-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	05	Paras will provide childcare for parent training sessions, school-wide events that require childcare for children or siblings. Paras will read stories and provide enrichment games/opportunities to promote learning.
Postage Expense		\$300.00	\$300.00	0223-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	05	Supplies to communicate with parents about conferences, school-wide events and programs. This helps to increase parent involvement and engagement in to encourage parents to support their child's education.
Conference Local		\$100.00	\$100.00	0223-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	05	Parents will attend conferences locally and training sessions on the campus to promote increased parent involvement and to equip them in understanding how to support their child's education.
Supplies		\$1,500.00	\$1,500.00	0223-30103-00-4301-1000-1110-01000-0000	Title I Parent Involvement	05	Supplies for parents when they attend conferences, campus workshops, training sessions. And school-wide events to promote parent involvement/engagement. Supplies for sessions to equip parents in supporting their child's education.
Interprogram Svcs/Paper		\$168.59	\$168.59	0223-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	05	Paper for written communication to families as well as for family engagement activities.

### How will you monitor these strategies/activities?

The principal, teachers, resource teacher, office staff, ILT, SSC, SGT, PTA, ELAC, DAC, and stakeholders will monitor the progress of this goal during each learning cycle and collaborate on how to best meet the needs of students.

Local Control Funding Formula Goals and Budget
<p><b>Goal 1: Intervention Supports</b> Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?</p>
<p><b>Intervention Support Goal::</b> Targeted support for struggling students in Math, ELA. And Writing. Teachers will gain and grow in professional development by collaborating within PLC and visiting higher performing schools. Students will receive 1:1 and small group instruction from our push in/pull out resource teacher and opportunities to learn in before school or after school hourly support each week.</p> <p><b>Identified Need::</b> 55% of students must show improvement on the Interim, DRA, SBAC assessments in ELA.</p> <p><b>Target Group::</b> English Language Learners, Hispanic, and African American students.</p> <p><b>Monitoring::</b> Grade level common assessments, end of unit assessments, exit slips, district interim assessments, DRA, and SBAC test results.</p> <p><b>Personnel Responsible::</b> All teachers, resource teacher, school counselor, and the principal.</p>
<p><b>Goal 2: Classroom Supports</b> A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?</p>
<p><b>Classroom Support Goal::</b> Targeted support for struggling students in Math, ELA. And Writing. Teachers will gain and grow in professional development by collaborating within PLC and visiting higher performing schools. Students will receive 1:1 and small group instruction from our push in/pull out resource teacher and opportunities to learn in before school or after school hourly support each week.</p> <p><b>Identified Need::</b> 60% of students must show improvement on the Interim and SBAC assessments in Math.</p> <p><b>Target Group::</b> English Language Learners, Hispanic, and African American students</p> <p><b>Monitoring::</b> Grade level common assessments, end of unit assessments, exit slips, district interim assessments and SBAC test results.</p> <p><b>Personnel Responsible::</b> All teachers, resource teacher, school counselor, and the principal.</p>

**Goal 3: Professional Development**

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

**Professional Development Goal:**

All teachers and support staff would grow in their craft and skills in supporting students and guiding instruction that will lead to mastery of the National Common Core Standards and ensure that students are prepared for the next grade level; receiving IEPs, 504s, or individual supports needed. All teachers and support staff will receive professional development aligned to CCSS and in the following areas: The district's 4 cycles of learning, Just Think Literacy, Lucy Calkins Common Core Writing, and the new district Math Units.

**Identified Need::**

Professional Growth is needed in the areas of planning and PLC work, small group instruction, monitoring of student growth, and how to guide students to go higher in their thinking skills; Bloom's Taxonomy and Depth of Knowledge.

**Target Group::**

Our target groups are staff members who need extra support and coaching in using i21 technology, newer teachers, and those who need to reflect on best teaching practices and research based instructional practices.

**Monitoring::**

The principal, school leadership team (resource teacher and ILT members), counselor, support staff, and teachers will monitor professional growth and meet monthly.

**Personnel Responsible::**

All teachers, resource teacher, counselor, support staff, and the principal.

**LCFF Intervention Supports**

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr	0.6728	\$59,837.49	\$84,498.60	0223-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2, LCFF 3	This position provides Music Curriculum and enrichment to students, while teachers pull students into small groups for targeted instruction. These students also receive 1:1 support, have curriculum and instruction front loaded - increase comprehension and all them to respond to Tier II and III interventions. Teachers take reading running records, guide students in reading and learning goals, and/or give assessments. This position provides our school with the opportunity to support
Supplies		\$467.40	\$467.40	0223-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Instructional supplies and books used by teachers and students in the classroom to meet ELA, Math, and ELD goals; while closing the achievement gap.

## **APPENDICES**

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

## APPENDIX A

### DATA REPORTS

Data Reports: Attached Data comes from [www.sandi.net/my-school](http://www.sandi.net/my-school) :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2015-2017 California Smarter Balanced Summative Test Results  
Percentage of Students Meeting or Exceeding Standard by Grade Level  
Oak Park  
All Grades Combined**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	252	44.4	252	49.6	236	53.4	9.0	3.8	256	40.6	252	43.7	236	51.7	11.1	8.0
Female	133	45.9	127	55.9	110	61.8	15.9	5.9	133	37.6	127	40.9	110	57.3	19.7	16.4
Male	119	42.9	125	43.2	126	46.0	3.1	2.8	123	43.9	125	46.4	126	46.8	2.9	0.4
African American	67	26.9	70	37.1	51	49.0	22.1	11.9	67	16.4	70	30.0	51	39.2	22.8	9.2
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	2	-	1	-	2	-	-	-	2	-	1	-	2	-	-	-
Hispanic	88	37.5	87	40.2	90	38.9	1.4	-1.3	90	37.8	87	32.2	90	38.9	1.1	6.7
Indochinese	72	61.1	70	62.9	64	71.9	10.8	9.0	74	60.8	70	65.7	64	71.9	11.1	6.2
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	2	-	2	-	-	-	3	-	2	-	2	-	-	-
White	5	-	7	-	6	-	-	-	5	-	7	-	6	-	-	-
Multiracial	15	73.3	15	73.3	20	65.0	-8.3	-8.3	15	60.0	15	53.3	20	65.0	5.0	11.7
English Learner	61	18.0	60	16.7	53	11.3	-6.7	-5.4	64	32.8	60	25.0	53	13.2	-19.6	-11.8
English-Speaking	191	52.9	192	59.9	183	65.6	12.7	5.7	192	43.2	192	49.5	183	62.8	19.6	13.3
Reclassified†	65	70.8	67	77.6	72	76.4	5.6	-1.2	65	61.5	67	61.2	72	72.2	10.7	11.0
Initially Eng. Speaking	126	43.7	125	50.4	111	58.6	14.9	8.2	127	33.9	125	43.2	111	56.8	22.9	13.6
Econ. Disadv.*	252	44.4	218	45.4	210	51.0	6.6	5.6	256	40.6	218	41.7	210	50.0	9.4	8.3
Non-Econ. Disadv.	0	-	34	76.5	26	73.1	-	-3.4	0	-	34	55.9	26	65.4	-	9.5
Gifted	81	75.3	90	82.2	83	81.9	6.6	-0.3	81	76.5	90	73.3	83	79.5	3.0	6.2
Not Gifted	171	29.8	162	31.5	153	37.9	8.1	6.4	175	24.0	162	27.2	153	36.6	12.6	9.4
With Disabilities	23	8.7	24	16.7	31	19.4	10.7	2.7	23	8.7	24	8.3	31	9.7	1.0	1.4
WO Disabilities	229	48.0	228	53.1	205	58.5	10.5	5.4	233	43.8	228	47.4	205	58.0	14.2	10.6
Homeless	6	-	6	-	9	-	-	-	6	-	0	-	9	-	-	-
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	7	-	9	-	3	-	-	-	7	-	9	-	3	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.





**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Oak Park**  
**Grade 3**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	79	51.9	85	42.4	74	50.0	-1.9	7.6	81	45.7	85	48.2	74	63.5	17.8	15.3
Female	45	62.2	36	41.7	35	54.3	-7.9	12.6	45	42.2	36	44.4	35	71.4	29.2	27.0
Male	34	38.2	49	42.9	39	46.2	8.0	3.3	36	50.0	49	51.0	39	56.4	6.4	5.4
African American	21	19.0	24	37.5	12	41.7	22.7	4.2	21	9.5	24	41.7	12	50.0	40.5	8.3
Asian	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Filipino	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Hispanic	28	53.6	30	26.7	27	40.7	-12.9	14.0	29	44.8	30	30.0	27	51.9	7.1	21.9
Indochinese	21	66.7	22	54.5	19	57.9	-8.8	3.4	22	72.7	22	68.2	19	73.7	1.0	5.5
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
White	2	-	3	-	4	-	-	-	2	-	3	-	4	-	-	-
Multiracial	5	-	5	-	10	70.0	-	-	5	-	5	-	10	90.0	-	-
English Learner	28	35.7	34	14.7	20	15.0	-20.7	0.3	29	44.8	34	29.4	20	30.0	-14.8	0.6
English-Speaking	51	60.8	51	60.8	54	63.0	2.2	2.2	52	46.2	51	60.8	54	75.9	29.7	15.1
Reclassified†	11	100.0	9	-	15	80.0	-20.0	-	11	81.8	9	-	15	93.3	11.5	-
Initially Eng. Speaking	40	50.0	42	54.8	39	56.4	6.4	1.6	41	36.6	42	59.5	39	69.2	32.6	9.7
Econ. Disadv.*	79	51.9	76	38.2	67	47.8	-4.1	9.6	81	45.7	76	44.7	67	61.2	15.5	16.5
Non-Econ. Disadv.	0	-	9	-	7	-	-	-	0	-	9	-	7	-	-	-
Gifted	29	82.8	30	70.0	25	76.0	-6.8	6.0	29	75.9	30	80.0	25	88.0	12.1	8.0
Not Gifted	50	34.0	55	27.3	49	36.7	2.7	9.4	52	28.8	55	30.9	49	51.0	22.2	20.1
With Disabilities	7	-	9	-	8	-	-	-	7	-	9	-	8	-	-	-
WO Disabilities	72	55.6	76	43.4	66	53.0	-2.6	9.6	74	50.0	76	51.3	66	68.2	18.2	16.9
Homeless	1	-	6	-	3	-	-	-	1	-	0	-	3	-	-	-
Foster	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Oak Park**  
**Grade 4**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	92	43.5	76	44.7	85	45.9	2.4	1.2	94	45.7	76	35.5	85	43.5	-2.2	8.0
Female	50	42.0	42	54.8	36	52.8	10.8	-2.0	50	44.0	42	40.5	36	47.2	3.2	6.7
Male	42	45.2	34	32.4	49	40.8	-4.4	8.4	44	47.7	34	29.4	49	40.8	-6.9	11.4
African American	26	30.8	20	30.0	21	47.6	16.8	17.6	26	23.1	20	20.0	21	38.1	15.0	18.1
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
Hispanic	31	35.5	26	30.8	35	25.7	-9.8	-5.1	32	40.6	26	26.9	35	25.7	-14.9	-1.2
Indochinese	28	57.1	22	63.6	23	73.9	16.8	10.3	29	65.5	22	63.6	23	69.6	4.1	6.0
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	-	-	0	-	2	-	0	-	-	-
White	2	-	1	-	1	-	-	-	2	-	1	-	1	-	-	-
Multiracial	5	-	5	-	4	-	-	-	5	-	5	-	4	-	-	-
English Learner	26	3.8	20	20.0	23	13.0	9.2	-7.0	28	25.0	20	15.0	23	4.3	-20.7	-10.7
English-Speaking	66	59.1	56	53.6	62	58.1	-1.0	4.5	66	54.5	56	42.9	62	58.1	3.6	15.2
Reclassified†	19	94.7	20	75.0	22	68.2	-26.5	-6.8	19	94.7	20	60.0	22	68.2	-26.5	8.2
Initially Eng. Speaking	47	44.7	36	41.7	40	52.5	7.8	10.8	47	38.3	36	33.3	40	52.5	14.2	19.2
Econ. Disadv.*	92	43.5	65	43.1	79	43.0	-0.5	-0.1	94	45.7	65	36.9	79	43.0	-2.7	6.1
Non-Econ. Disadv.	0	-	11	54.5	6	-	-	-	0	-	11	27.3	6	-	-	-
Gifted	29	79.3	28	82.1	28	75.0	-4.3	-7.1	29	82.8	28	60.7	28	78.6	-4.2	17.9
Not Gifted	63	27.0	48	22.9	57	31.6	4.6	8.7	65	29.2	48	20.8	57	26.3	-2.9	5.5
With Disabilities	9	-	24	16.7	13	7.7	-	-9.0	9	-	24	8.3	13	7.7	-	-0.6
WO Disabilities	83	48.2	68	50.0	72	52.8	4.6	2.8	85	50.6	68	39.7	72	50.0	-0.6	10.3
Homeless	4	-	6	-	9	-	-	-	4	-	0	-	3	-	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	3	-	3	-	1	-	-	-	3	-	3	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



**2015-2017 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Oak Park**  
**Grade 5**

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	81	38.3	91	60.4	77	64.9	26.6	4.5	81	29.6	91	46.2	77	49.4	19.8	3.2
Female	38	31.6	49	67.3	39	76.9	45.3	9.6	38	23.7	49	38.8	39	53.8	30.1	15.0
Male	43	44.2	42	52.4	38	52.6	8.4	0.2	43	34.9	42	54.8	38	44.7	9.8	-10.1
African American	20	30.0	26	42.3	18	55.6	25.6	13.3	20	15.0	26	26.9	18	33.3	18.3	6.4
Asian	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Filipino	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Hispanic	29	24.1	31	61.3	28	53.6	29.5	-7.7	29	27.6	31	38.7	28	42.9	15.3	4.2
Indochinese	23	60.9	26	69.2	22	81.8	20.9	12.6	23	43.5	26	65.4	22	72.7	29.2	7.3
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
White	1	-	3	-	1	-	-	-	1	-	3	-	1	-	-	-
Multiracial	5	-	5	-	6	-	-	-	5	-	5	-	6	-	-	-
English Learner	7	-	6	-	10	0.0	-	-	7	-	6	-	10	0.0	-	-
English-Speaking	74	41.9	85	63.5	67	74.6	32.7	11.1	74	31.1	85	47.1	67	56.7	25.6	9.6
Reclassified†	35	48.6	38	76.3	35	80.0	31.4	3.7	35	37.1	38	60.5	35	65.7	28.6	5.2
Initially Eng. Speaking	39	35.9	47	53.2	32	68.8	32.9	15.6	39	25.6	47	36.2	32	46.9	21.3	10.7
Econ. Disadv.*	81	38.3	77	54.5	64	64.1	25.8	9.6	81	29.6	77	42.9	64	46.9	17.3	4.0
Non-Econ. Disadv.	0	-	14	92.9	13	69.2	-	-23.7	0	-	14	64.3	13	61.5	-	-2.8
Gifted	23	60.9	32	93.8	30	93.3	32.4	-0.5	23	69.6	32	78.1	30	73.3	3.7	-4.8
Not Gifted	58	29.3	59	42.4	47	46.8	17.5	4.4	58	13.8	59	28.8	47	34.0	20.2	5.2
With Disabilities	7	-	7	-	10	30.0	-	-	7	-	24	8.3	31	9.7	-	1.4
WO Disabilities	74	40.5	84	64.3	67	70.1	29.6	5.8	74	29.7	84	50.0	67	56.7	27.0	6.7
Homeless	1	-	3	-	9	-	-	-	1	-	0	-	9	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	3	-	5	-	1	-	-	-	3	-	5	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

**APPENDIX B****TITLE I PARENT INVOLVEMENT POLICY**



San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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**Oak Park Elementary and Music Conservatory**  
**TITLE I P ARENT INVOLVEM ENT POLICY 2018-2019**

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Oak Park Elementary and Music Conservatory has developed a written Title I parental involvement policy with input from Title I parents. Parents have opportunities to share input and feedback in our School Site Council, School Governance Team, Parent Teacher Association, at our GATE/Seminar Program parent meeting, at monthly Principal's Coffee, through school-wide surveys, via Connect Ed telephone calls home, and Title I Parent Meetings.

The Title I Parent Involvement Policy has been distributed to parents of Title I students at Oak Park Elementary and Music Conservatory. Parents receive the information as a hard copy sent home with students, distributed at Title I Parent Meetings, and on the school's website, posted on the Parent News Board, announced during Tempo Tuesday weekly assembly/activities, at SSC, SGT, PTA, and Principals Coffee Meetings.

**Involvement of Parents in the Title I Program**

To involve parents in the Title I program at Oak Park Elementary and Music Conservatory, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting takes place at our September "Back to School" event and our September SSC, SGT, PTA, via Connect Ed telephone calls home, at Tempo Tuesday weekly assemblies/activities, and Principal's Coffee Meetings.
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. "Back to School" event and PTA meetings are held in the evening and the SSC, SGT, and Principal's Coffee meetings are held during the day.
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, \*review, and improvement of the school's Title I programs and the Title I parental involvement policy. Oak Park Elementary parents are involved in School Site Council, School Governance Team, Parent Teacher Association, GATE/Seminar Parent Organization, monthly Principal's Coffee, Music Program productions and Parent Collaboration Meetings.
- The school provides parents of Title I students with timely information about Title I programs. Parents receive the information as a hard copy sent home with students, hand-outs at Title I Parent Meetings, including the school's website, posted on the Parent News Board, announced during Tempo Tuesday weekly assembly/activities, SSC, SGT, PTA, and Principals Coffee Meetings. Event reminders are sent leading up to an event.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents learn about the General Ed, Special Ed, and Music Curriculum Programs at Oak Park via various parent meetings. Teachers explain details of the curriculum in parent-teacher conferences, in SST, IEP, and 504 meetings, and during school-wide Family ELA, Math, and Science Nights.
- When requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Oak Park Elementary parents are involved in our School Site Council, School Governance Team, Parent Teacher Association, GATE/Seminar Parent Organization, principal's monthly Principal's Coffee, Music Program productions and Parent collaboration Meetings.

### **School-Parent Compact**

Oak Park Elementary and Music Conservatory distributes to parents of Title I students a schoolparent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities
- Oak Park Elementary and Music Conservatory has developed a written Title I parental involvement policy with input from Title I parents. Parents have opportunities to share input and feedback in our School Site Council, School Governance Team, Parent Teacher Association, at our GATE/Seminar Program parent meeting, at monthly Principal's Coffee, through school-wide surveys, and at our Title I Parent Meetings

### **Building Capacity for Involvement**

Oak Park Elementary and Music Conservatory engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents learn about the General Ed, Special Ed, and Music Curriculum Programs at Oak Park via various parent meetings. Teachers explain details of the curriculum in

parent-teacher conferences, in SST, IEP, and 504 meetings, and during school-wide Family ELA, Math, and Science Nights.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Oak Park Elementary parents are involved in our School Site Council, School Governance Team, Parent Teacher Association, GATE/Seminar Parent Organization, in the principal's monthly Principal's Coffee, and in our Music Program and Parent collaboration Meetings. The school also provides assistance in our weekly After School Academic Support Program, at weekly Umoja Imani meetings, and in partnership the SDUSD Parent University and Project Ujima workshops.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. Our PTA president, Parent Center Coordinator, and GATE/Seminar Parent Leadership team collaborates with our Instructional Leadership Team and teachers to ensure that everyone is unified in our vision and mission for student achievement.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. The PTA president, Parent Center Coordinator, and GATE/Seminar Parent Leadership team collaborates with our Instructional Leadership Team and teachers to ensure that everyone is unified in our vision and mission for student achievement.
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. Parents receive information in English and it is translated in Spanish, Somali, which are our 3 largest student population and language groups.
- The school provides support for parental involvement activities requested by Title I parents. Parents have opportunities to attend the Title I Conference, the AAAE Conference, and other conferences and events county wide.

### **Accessibility**

- Oak Park Elementary and Music Conservatory provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. The school provides information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that they can understand. Parents receive information in English, Spanish, and Somali, which are our 3 largest student population and language groups.

**APPENDIX C**

**HOME/SCHOOL COMPACT**





San Diego Unified School District  
Financial Planning and Development  
**Financial Planning, Monitoring and Accountability Department**

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## **OAK PARK ELEMENTARY AND MUSIC CONSERVATORY**

### **HOME/SCHOOL COMPACT 2018-2019**

Oak Park Elementary and Music Conservatory and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school years 2017, 2018, and 2019.

### **REQUIRED HOME/SCHOOL COMPACT PROVISIONS**

#### **SCHOOL RESPONSIBILITIES**

Oak Park Elementary and Music Conservatory will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

At Oak Park Elementary and Music Conservatory, students receive instruction in Critical Literacy – a program that encourages critical thinking. Teachers differentiate instruction and provide the necessary supports that each child needs. Students participate in Project Based Learning activities, small group instruction, common core based curriculum, Lucy Calkins Common Core Writing, and all Oak Park students (Pre-K through fifth grades) participate in music curriculum and instruction which research findings point to higher student achievement.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Oak Park Elementary and Music Conservatory will hold parent-teacher conferences in the fall and spring of each school year for 1 week, during minimum days.

3. Provide parents with frequent reports on their child's progress.

Parents will receive student progress reports three times during the school year (fall, spring, and summer or end of the year). Teachers will also provide assessment data both formative and summative to parents during the parent-teacher conferences.

4. Provide parents reasonable access to staff.

Teachers are available to meet and conference with parents Monday-Friday 8:45-9:00 a.m.; after school on M, T, Th, and F from 3:35-3:45 p.m.; and 12:55-3:45 p.m. on Tuesdays, which is our minimum day. All other conferences outside of these times will be arranged by the teacher on a mutually agreed upon time and day.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Teachers have an open door policy and parents are encouraged to observe in their child's classroom with the required 24 hour notice per district policy, as well as volunteer. Parents may assist with preparing, organizing instructional materials, chaperoning fieldtrips, or working with small groups of students. Parents are also invited to participate in all classroom celebrations; i.e., Writing/publishing parties, exhibitions of student work reward and recognition functions.

Parents are invited to attend the monthly Principal's Coffee, after school Academic Support Program, Family Fridays, Umoja Imani Program, Musical productions, Math and Literacy Nights, and other academic celebrations.

## **PARENT RESPONSIBILITIES**

We, as parents, will support our child's learning by:

- Monitoring attendance.
- Making sure that homework is completed on time and turned in.
- Monitoring amount of television my child watches as well as video games and computer time.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

## **Optional additional provisions**

### **STUDENT RESPONSIBILITIES**

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

Students will ask questions and develop skills to be a self-advocate for themselves. Do my homework every day and ask for help when I need it.

- ✓ Students will ask questions and develop skills to be a self-advocate for themselves.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.
- ✓ Follow school and classroom academic and behavioral expectations.
- ✓ Respect school staff, property and others.

\*Please note that signatures are not required.

**APPENDIX D**

**TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID**

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Oak Park Elementary	09800	1109	Pull/Out Push In	Inschool Resource Tchr	0.6728	\$ 59,837.49
		3000	Employee Benefits			\$ 24,661.11
		4301	Supplies			\$ 467.40
	<b>09800 Total</b>				<b>0.6728</b>	<b>\$ 84,966.00</b>
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	1.2880	\$ 114,552.14
		3000	Employee Benefits			\$ 47,210.93
		4301	Supplies			\$ 194.93
	<b>30100 Total</b>				<b>1.2880</b>	<b>\$ 161,958.00</b>
	30103	2281	Other Support Prsnl PARAS Hrly			\$ 100.00
		3000	Employee Benefits			\$ 28.41
		4301	Supplies			\$ 1,500.00
		4304	Inservice supplies			\$ 800.00
		5209	Conference Local			\$ 100.00
		5733	Interprogram Svcs/Paper			\$ 168.59
		5920	Postage Expense			\$ 300.00
	<b>30103 Total</b>					<b>\$ 2,997.00</b>

**APPENDIX E****2018-19 SPSA ASSESSMENT AND EVALUATION**

**APPENDIX E**  
**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**EVALUATION AND ASSESSMENT SURVEY SUMMARY 2018-2019**

**OAK PARK ELEMENTARY (0223)**

**School Name:**

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*TYPE OR PRINT*

ANALYSIS OF SCORES - FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>The Resource Teacher provides small group instruction to students, coordinates the CELDT, district, and state testing while ensuring full compliance, models lessons and provides 1:1 coaching to teachers, assists in leading PD sessions, facilitates PLCs, attend conferences, and distributes curriculum and materials that assist classroom instruction. The RT assists at SST and IEP meetings, sharing instructional practices and strategies for effectively teaching students in the classroom.</p> <p>Instructional supplies and books used by teachers and students in the classroom to meet ELA, Math, and ELD goals while closing the achievement gap.</p> <p>This resource will allow students to use weekly planners to record assignments and participate in the Elementary AVID program so that students develop strong study and organizational skills.</p>

CLOSING THE ACHIEVEMENT GAP	<p>The Resource Teacher provides small group instruction to students, coordinates the CELDT, district, and state testing while ensuring full compliance, models lessons and provides 1:1 coaching to teachers, assists in leading PD sessions, facilitates PLCs, attend conferences, and distributes curriculum and</p>
	<p>materials that assist classroom instruction. The RT assists at SST and IEP meetings, sharing instructional practices and strategies for effectively teaching students in the classroom.</p> <p>Instructional supplies and books used by teachers and students in the classroom to meet ELA, Math, and ELD goals while closing the achievement gap.</p> <p>This resource will allow students to use weekly planners to record assignments and participate in the Elementary AVID program so that students develop strong study and organizational skills.</p>
PROFESSIONAL DEVELOPMENT	<p>The Resource Teacher provides small group instruction to students, coordinates the CELDT, district, and state testing while ensuring full compliance, models lessons and provides 1:1 coaching to teachers, assists in leading PD sessions, facilitates PLCs, attend conferences, and distributes curriculum and materials that assist classroom instruction. The RT assists at SST and IEP meetings, sharing instructional practices and strategies for effectively teaching students in the classroom.</p> <p>Teachers will participate in opportunities to engage in grade level planning, PLCs, Crawford Cluster Common Core PD, school tours, conferences, and district wide PD sessions to grow professionally and to learn how to implement research based and proven best practices. This will assist them in teaching students in the classroom and providing targeted supports.</p>



GRADUATION/PROMOTION	<p>The Music Teacher provides Music Curriculum and enrichment to students, so teachers can work with struggling students in small groups. While the class is being taught Music in the Music classroom, the teacher can take reading running records, assess students, and confer with them to close the achievement gap and help them access grade level curriculum. This helps students in the areas of reading music, playing instruments, understanding sounds, and how to express themselves through music of all sorts. This helps with the social and emotional wellbeing of children helps to increase comprehension in ELA, Math and overall achievement. The Music teacher also provides encouragement to students to be life-long lovers of music, while providing enrichment.</p>
	<p>Teachers will receive PD and information, while providing students with enrichment opportunities to learn outside of the general education classroom and attend field trips that expose them to a variety of learning experiences, encourages life-long learning, and promotes healthy/inspirational social and emotional experiences.</p>
PARENT ENGAGEMENT	<p>Paras will provide daycare services while parents attend campus workshops, training sessions, and school-wide events geared toward promoting increased parent involvement and engagement to equip them in supporting their child's education and the school.</p> <p>Parents will attend conferences in addition to campus workshops, training sessions, and school-wide events geared toward promoting increased parent involvement and engagement to equip them in supporting their child's education at school.</p> <p>Supplies for parents when they attend conferences in addition to campus workshops, training sessions, and school-wide events geared toward promoting increased parent involvement and engagement to equip them in supporting their child's education at school.</p>