

# THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

## AT OAK PARK ELEMENTARY SCHOOL

**2014-16**

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:**

**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
- Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
- Home/School Compact

**Board Approval: June 23, 2015**



**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



2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: (0223) Oak Park Elementary

DUE March 13, 2015

SITE CONTACT PERSON: Dr. Reashon Villery, Principal

PHONE: 619-344-5000

FAX: 619-344-5049

E-MAIL ADDRESS: rvillery@sandi.net

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

- Quality Education Investment Act (QEIA)
Title 1 Schoolwide Programs (SWP)
Program Improvement (PI)
Y1 Y2 Y3 Y4 Y5 Y5+

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 PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 3-10-2015
Community Advisory Committee for Special Education Programs (CAC) Date of presentation:
Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: 3-10-2015
Site Governance Team (SGT) Date of presentation:
Other (list): Teachers and Staff, Parents at the Principal's Coffee, & PTA Date of presentation: 3-9; 3-10; 3-12-2015

- 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: 3-12-2015

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.

Dr. Reashon Villery Type/Print Name of School Principal Signature of School Principal 3-12-2015 Date
Pamela King Type/Print Name of SSC Chairperson Signature of SSC Chairperson 3-12-2015 Date
Fabula Baguh Type/Print Name of Area Superintendent Signature of Area Superintendent 3/20/15 Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

## TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
  - A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
  - B. Home/School Compact
  - C. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
  - D. 2014-15 SPSA Addendum
  - E. Professional Development Expenditures for Program Improvement and Watch List Schools Only

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

Both 2014-15 and 2015-16 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 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 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 CST 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. 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), a Project Resource Teacher/Academic Coach and an English Learner Support Teacher. 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**

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

##### **TEACHER ALLOCATIONS:**

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

Grades K-3:	1:24
Grades K-3 with CSR:	1:22
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

### **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).

### **PROGRAM IMPROVEMENT SCHOOLS YEARS 4 AND 5 (+)**

Oak Park Elementary's restructuring goals and strategies are identified and implemented in the 2014-16 SPSA. Our goals as identified in the Restructuring Plan are listed below as well as the strategies that we employ.

#### **Goals:**

Students in grades 2-5 will attain Safe Harbor on the 2013-2014 CST in the areas of ELA / Math.

75% of parents or guardians of all students will participate in at least two workshops that include students presenting a musical selection (introduction) to increase their child's academic, social, and emotional achievement. This will be developed by the school's Parent Liaison Team.

100% of the school's important information will be released to parents in a timely fashion, updated consistently, available electronically when applicable, in paper format, and via connect ed message by phone, and translated in Spanish, Vietnamese and Somali by the Translation Department.

100% of staff (administration, noon duty, cafeteria, custodial, support staff, Primetime and teachers) will contribute to the writing of a school mission statement which explicitly describes the achievement goals for Oak Park students.

100% of staff makes a commitment to implementation of a school-wide cultural shift related to student, family, and staff expectations in common areas of the campus as well as in the classrooms.

#### **Strategies:**

Implement purposeful, explicit differentiated instruction in all classrooms.

Provide students with continuity of instruction among and across grade levels using a common academic language.

Provide professional development following a protocol focusing on researched based strategies that lead to student attainment of Common Core essential understandings with follow-up data on student impact. (i.e., teacher lead)

Use formative and summative assessments to monitor and drive instruction. (i.e.: monthly common assessments, exit slips)

Maintain a predictable regular meeting schedule for grade level collaborative to carry strategies 1, 2, & 4.

Create or develop programs to assist families in how to support their children with academic instruction. Hold monthly school wide Family Fridays to introduce key academic strategies aligned with the Common Core Standards. (Translated in Spanish, Vietnamese and Somali by the Translation Department.)

Establish a great relationship with parents to get them more involved by having monthly parent forums to hear parent suggestions, concerns, and queries. (Translated in Spanish, Vietnamese and Somali by the Translation Department). A volunteer parent room leader can assist by organizing plans to get information to parents in each classroom.

Hold at least 3-5 workshops during the school year that engage parents in learning more about the school's academic and behavior expectation as well as assist them in helping their child rise beyond the level of academic required to be successful. (Translated in Spanish, Vietnamese and Somali by the Translation Department.)

Research strategies and suggestions for parents to help their child succeed in school and home. Provide this information to parents in their language to support them and their children as a whole. (i.e. Oak Park web site, parent bulletin board, monthly newsletter) (Translated in Spanish, Vietnamese and Somali by the Translation Department.)

The school will try to provide an accessible, visible parent area in close proximity if possible to the Student Services office. A suggestion is to have it staffed by a volunteer parent liaison and/or design a plan to guide more parents to the parent center for resources and assistance where the parent liaison can help other parents. The volunteer parent liaison, the volunteer parent center coordinator, and parent room leader will work together to provide help to parents and to get important information to them.

Write and sign an all-staff agreement (Mission Statement/Shared Vision/What We Believe) containing key points.

Provide a means of open and transparent accountability in order to ensure that mission statement goals are consistently followed.

Provide a structure for continual and frequent positive reinforcement and public acknowledgment and celebration (i.e. Walking in Harmony, Read-A-Thon, Academic Olympics, Spelling Bee, Monthly Newsletter, and at the top of agendas for all stakeholder meetings, etc.) of both staff and students who exemplify the goals of the mission statement.

#### **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.



**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
DR. REASHON VILLERY	PRINCIPAL
PAMELA KING	CLASSROOM TEACHER/SSC CHAIRPERSON
DOLORES VASQUEZ	CLASSROOM TEACHER
VERONICA ESPARZA-MEDINA	ENGLISH LANGUAGE SUPPORT TEACHER
JULIA HUTCHESON	OTHER SUPPORT PERSONNEL-CLASSIFIED/SECRETARY
LAURA LARA	PARENT
ANASTASIA BREWSTER	PARENT
AMELIA SIMON	PARENT/DAC REP.
ISABEL MARTINEZ	PARENT
ISSAC WATKINS	PARENT

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**Area 1: English/Language Arts**

**English/Language Arts SMART Goal:**

\* By 06/21/2016, 70 % of Oak Park Elementary Students will meet Common Core grade-level standards in English/Language Arts

**Closing the Gap SMART Goal:**

\* By 06/21/2016, 60 % of Oak Park Elementary Black or African American, Students will meet Common Core grade-level standards in English/Language Arts

\* By 06/21/2016, 60 % of Oak Park Elementary English Learner, Students will meet Common Core grade-level standards in English/Language Arts

\* By 06/21/2016, 60 % of Oak Park Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in English/Language Arts

\* By 06/21/2016, 60 % of Oak Park Elementary English Learner, Students will meet Common Core grade-level standards in English/Language Arts

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**Other Assessments (Please Specify):**

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

**Progress and Growth Monitoring:**

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 1** (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).

**Area 2: Mathematics**

**Mathematics SMART Goal:**  
 \* By 06/21/2016, 75 % of Oak Park Elementary Students will meet Common Core grade-level standards in Mathematics

**Closing the Gap SMART Goal:**  
 \* By 06/21/2016, 65 % of Oak Park Elementary Black or African American, Students will meet Common Core grade-level standards in Mathematics  
 \* By 06/21/2016, 70 % of Oak Park Elementary English Learner, Students will meet Common Core grade-level standards in Mathematics  
 \* By 06/21/2016, 65 % of Oak Park Elementary Hispanic or Latino, Students will meet Common Core grade-level standards in Mathematics

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

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

**Progress and Growth Monitoring:**

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).

**Area 3: English Learner**

**English Learner SMART Goal:**  
 \* By 06/21/2016, 60 % of Oak Park Elementary English Learner, Students will meet one years growth or reach Early/Advanced in California English Language Development Test

**Closing the Gap SMART Goal:**

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

API    AYP    CAHSEE    CELDT    Other    Interim Assessments    End-Of-Course Exams

**Other Assessments (Please Specify):**

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

**Progress and Growth Monitoring:**

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 1** (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).

**Area 4: Graduation/Promotion Rate**

**Graduation Rate SMART Goal:**

- \* By 06/21/2016, 70 % of Oak Park Elementary Grade 03, Students will read at independent reading level P in Fountas and Pinnel
- \* By 06/21/2016, 70 % of Oak Park Elementary Grade 05, Students will read at independent reading level T in Fountas and Pinnel

**Closing the Gap SMART Goal:**

- \* By 06/21/2016, 70 % of Oak Park Elementary English Learner, Grade 03, Students will perform at level P level in Fountas and Pinnel
- \* By 06/21/2016, 70 % of Oak Park Elementary English Learner, Grade 05, Students will meet or exceed level T in Fountas and Pinnel

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

API  AYP  CAHSEE  CELDT  Other  Interim Assessments  End-Of-Course Exams

**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:**

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).

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

\* By 06/21/2016, 100 % of Oak Park Elementary Parents/Guardians will be provided opportunities to be involved in Parent and Community Engagement

**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, and Project Ujima. These 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, visits the PTA room, who seeks 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.

**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.

ELST will work with targeted students to improve language development.

All English learners will be assessed using CELDT 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.

ELST 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)**

Project 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

ELST 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

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.

**SUPPLEMENTAL SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Inschool Resource Tchr,	1.0000	\$80,272.00	0223-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 03	Additional small group instruction as well as push in or pull out assistance to provide additional learning opportunities for students not meeting grade-level standards in reading and English Language Arts. Resource Teacher will assist with and facilitate PLC meetings and Professional Development, and will provide academic coaching to teachers in all content areas.
Classroom Teacher Hrly	-	\$2,000.00	0223-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Hourly time for teachers to work with students who are not meeting grade level standards.
Supplies	-	\$5,586.00	0223-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Intervention materials such as journals, chart paper, pencils, markers, construction paper, etc.. to support students in meeting grade-level standards.
Conference Local	-	\$2,400.00	0223-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Opportunities for teachers to attend conferences to enhance core curriculum and/or instruction to support our students reach grade level standards.
Travel Conference	-	\$1,000.00	0223-30100-00-5207-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Opportunities for teachers to attend conferences to enhance core curriculum and/or instruction to support our students reach grade level standards.
Software License	-	\$6,543.00	0223-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Software subscriptions such as Learning Upgrade that will enhance student learning in Language Arts throughout the school.
Non Clsrm Tchr Hrly	-	\$1,000.00	0223-30100-00-1957-2490-0000-01000-0000	Title I Basic Program	05	Hourly time for certificadtd personnel to conduct family night events, such as Science and Math Family Nights.



## Oak Park Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Other Support Prsnl PARAS Hrly	-	\$200.00	0223-30103-00- 2281-2495-0000- 01000-0000	Title I Parent Involvement	05	Child Care or Translation for parent meetings.
Inservice supplies	-	\$500.00	0223-30103-00- 4304-2495-0000- 01000-0000	Title I Parent Involvement	05	Supplies for parent involvement events/needs.
Conference Local	-	\$500.00	0223-30103-00- 5209-2495-0000- 01000-0000	Title I Parent Involvement	05	Conference and registration fees for parents such as AAAE or Title I.
Postage Expense	-	\$175.00	0223-30103-00- 5920-2495-0000- 01000-0000	Title I Parent Involvement	05	Postage in order to increase the opportunity for written communication home.
Interprogram Svcs/Paper	-	\$200.00	0223-30103-00- 5733-2495-0000- 01000-0000	Title I Parent Involvement	05	Paper supplies for school related activities and notifications or printed programs for parents.
Supplies	-	\$800.00	0223-30103-00- 4301-2495-0000- 01000-0000	Title I Parent Involvement	05	Supplies to support our parent involvement and participation programs.
Prof&Curriclm Dev Vist Tchr	-	\$9,047.00	0223-30106-00- 1192-1000-1110- 01000-0000	Title I Supplmnt Prog Imprvmt	01, 02, 03, 04	Provide release days for staff for PD, PLC and new Common Core Implementation.

**Local Control Funding Formula Goal****Goal 1: Intervention Supports****Intervention Support Goal:**

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.

**Identified Need:**

55% of students must show improvement on the Interim, DRA, SBAC assessments in ELA.

**Target Group:**

English Language Learners, Hispanic, and African American students.

**Monitoring:**

Grade level common assessments, end of unit assessments, exit slips, district interim assessments, DRA, and SBAC test results.

**Personnel Responsible:**

All teachers, resource teacher, ELST, and the principal.

**Goal 2: Classroom Supports****Classroom Support Goal:**

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.

**Identified Need:**

60% of students must show improvement on the Interim and SBAC assessments in Math.

**Target Group:**

English Language Learners, Hispanic, and African American students

**Monitoring:**

Grade level common assessments, end of unit assessments, exit slips, district interim assessments and SBAC test results.

**Personnel Responsible:**

All teachers, resource teacher, ELST, and the principal.

**Goal 3: Professional Development**

**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, ELST, and ILT members) will monitor professional growth and meet monthly.

**Personnel Responsible::**

All teachers, resource teacher, ELST, and the principal.

**LCFF INTERVENTION SUPPORTS**

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Position Library Asst,	0.2500	\$6,277.75	0223-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 2	Library Assistant will help students in the library provide them with both resources, small group, and individual literacy assistance.
Position School Counselor,	0.1000	\$7,549.40	0223-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	Counselor provides social emotional health in order for students to be able to come to school ready to learn and attain school wide goals.
Retired Clsrn Teacher Hrly	-	\$1,000.00	0223-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Retired hourly teacher time to provide additional small group instruction as well as push in or pull out assistance to provide additional learning opportunities for students not meeting grade-level standards in reading and English Language Arts.

## Oak Park Elementary SINGLE PLAN FOR STUDENT ACHIEVEMENT

Non Clsrn Tchr Hrly	-	\$1,000.00	0223-09800-00-1957-3160-0000-01000-0000	LCFF Intervention Support	LCFF 1	Hourly time for certificadn personnel to conduct family night events, such as Science and Math Family Nights.
Prof&Curriclm Dev Vist Tchr	-	\$21,420.00	0223-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Provide release days for staff for PD, PLC and new Common Core Implementation.
Equipment Non Capitalized	-	\$1,500.00	0223-09800-00-4491-2700-0000-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Replacement of equipment and classroom supplies or technology equipment for classroom instruction that is not currently included in district technology support.
Supplies	-	\$50.00	0223-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Intervention materials such as journals, chart paper, pencils, markers, construction paper, etc.. to support students in meeting grade-level standards.
Guidance/Attend Asst Hrly	-	\$4,500.00	0223-09800-00-2454-3110-0000-01000-0000	LCFF Intervention Support	LCFF 1	The Guidance Assistant provides small group instruction to students struggling academically, behaviorally, and socially. They facilitate peer mediation and conflict resolution sessions. Attendance is monitored and recognized with certificates and rewards.
Equipment Non Capitalized	-	\$1,400.00	0223-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Replacement of equipment and classroom supplies or technology equipment for classroom instruction that is not currently included in district technology support.
Interprogram Svcs/Paper	-	\$50.00	0223-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 2	Supplies and materials to support student achievement.
Conference Local	-	\$70.00	0223-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	LCFF 3	Opportunities for teachers to attend conferences to enhance core curriculum and/or instruction to support our students reach grade level standards.
Postage Expense	-	\$50.00	0223-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	[no data]	Postage in order to increase the opportunity for written communication home.
Interprogram Svcs/Duplicating	-	\$100.00	0223-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Printing services for the ELA and Math Common Core Units as well as duplicating services for other instructional activities.

## 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. Title I Parent Involvement Policy/Parent Involvement Policy & Home/School Compact
- B. Categorical Budget Allocations Summary Grid (*provided by Financial Planning, Monitoring and Accountability Department*)
- C. 2014-15 SPSA Addendum
- D. Professional Development Expenditures for Program Improvement and Watch List Schools Only

**APPENDIX A**

**TITLE I PARENT INVOLVEMENT POLICY &**

**HOME/SCHOOL COMPACT**

*(Provided by the School Site)*



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

---

**Oak Park Elementary and Music Conservatory  
TITLE I PARENT INVOLVEMENT POLICY**

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 school-parent 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.



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

---

## OAK PARK ELEMENTARY AND MUSIC CONSERVATORY

### HOME/SCHOOL COMPACT

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 2014, 2015, and 2016.

### 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.

## Home/School Compact

Oak Park Elementary and Music Conservatory

Page 2

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 B**

**CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID**  
*(Provided by Financial Planning, Monitoring and Accountability Department)*

San Diego Unified School District  
 Site: 0223 Oak Park Elementary  
 As of Date 04-17-2015  
 Extended Summary

Name	30100 Title I Basic		30103 Title I		30106 Title I	
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL
		\$127,469.00		\$2,422.00		\$10,425.00
		\$127,468.56		\$2,421.60		\$10,424.85
		\$0.44		\$0.40		\$0.15
<b>Certificated Salaries / Monthly</b>	<b>1.0000</b>	<b>\$80,272.00</b>	<b>0.0000</b>	<b>\$0.00</b>	<b>0.0000</b>	<b>\$0.00</b>
2040 Inschool Resource Tchr	1.0000	\$80,272.00	0.0000	\$0.00	0.0000	\$0.00
<b>Certificated Salaries</b>		<b>\$3,000.00</b>		<b>\$0.00</b>		<b>\$9,047.00</b>
1157 Classroom Teacher Hrly		\$2,000.00		\$0.00		\$0.00
1192 Prof&Curriclm Dev Vist Tchr		\$0.00		\$0.00		\$9,047.00
1957 Non Clsrm Tchr Hrly		\$1,000.00		\$0.00		\$0.00
<b>Classified Salaries</b>		<b>\$0.00</b>		<b>\$200.00</b>		<b>\$0.00</b>
2281 Other Support Prsnl PARAS Hrly		\$0.00		\$200.00		\$0.00
<b>Employee Benefits</b>		<b>\$28,667.56</b>		<b>\$46.60</b>		<b>\$1,377.85</b>
<b>Books and Supplies</b>		<b>\$5,586.00</b>		<b>\$1,300.00</b>		<b>\$0.00</b>
4301 Supplies		\$5,586.00		\$800.00		\$0.00
4304 Inservice supplies		\$0.00		\$500.00		\$0.00
<b>Services and Other Operating</b>		<b>\$9,943.00</b>		<b>\$875.00</b>		<b>\$0.00</b>
5207 Travel Conference		\$1,000.00		\$0.00		\$0.00
5209 Conference Local		\$2,400.00		\$500.00		\$0.00
5733 Interprogram Svcs/Paper		\$0.00		\$200.00		\$0.00
5841 Software License		\$6,543.00		\$0.00		\$0.00
5920 Postage Expense		\$0.00		\$175.00		\$0.00

**APPENDIX C**

**2014-15 SPSA ADDENDUM**

School Name: **Oak Park Elementary**

**SINGLE PLAN FOR STUDENT ACHIEVEMENT**

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**

Enter Total Allocation: Resource 30100	\$127,469.00
Enter Total Allocation: Resource 30106	\$10,425.00
Sum of Resources 30100 & 30106	\$137,894.00
10% allocation needed for PD	\$13,789.40

**Please check one:**    Watch List    Year 1    Year 2    Year 3    Year 4    Year 5    Year 5+

**Note:** All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
<input type="checkbox"/> 30100			
<input checked="" type="checkbox"/> 30106	1192	Visiting teachers will provide release time for grade-level PLCS. Focus will be Common-Core training and grade-level planning.	\$9,047.00
<input checked="" type="checkbox"/> 30100		Opportunities for teachers to attend conferences to enhance core curriculum and/or instruction to support our students reach grade level standards.	
<input type="checkbox"/> 30106	5209		\$2,400.00
<input checked="" type="checkbox"/> 30100		Opportunities for teachers to attend conferences to enhance core curriculum and/or instruction to support our students reach grade level standards.	
<input type="checkbox"/> 30106	5207		\$1,000.00
<input checked="" type="checkbox"/> 30100		Resource Teacher will assist with and facilitate PLC meetings and Professional Development, and will provide academic coaching to teachers in all content areas. .25 FTE	
<input type="checkbox"/> 30106	1109		\$20,000.00
<input type="checkbox"/> 30100			
<input type="checkbox"/> 30106			\$0.00
Total Allocated - Must be at least 10% of the sum of 30100 and 30106			\$32,447.00
10 % allocation has been met			<b>YES</b>



**APPENDIX D**

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM  
IMPROVEMENT  
& WATCH LIST SCHOOLS ONLY**

**Oak Park Elementary**

Area Goals for 2014-15 SY	
<b>English Language Arts:</b>	By 06/15/2015, 70 % of Oak Park Elementary Students will meet Common Core grade-level standards in English/Language Arts.
	Oak Park Elementary will create students who develop critical and divergent ideas when reading texts. Students will be able to explain their thinking orally and in writing, while using academic language.
	By June 2015, 70 % of students will be approaching the proficient or advanced levels in ELA learning.
<b>Mathematics</b>	By 06/15/2015, 75 % of Oak Park Elementary Students will meet Common Core grade-level standards in Mathematics.
	Oak Park Elementary will create students who can explain their mathematical thinking and be able to approach and solve problems in multiple ways.
	By June 2015, 75% of students will be approaching proficient or advanced levels in Mathematics.
<b>English Language Development</b>	By 06/15/2015, 60 % of Oak Park Elementary English Learner, Students will meet one years growth or reach Early/Advanced in California English Language Development Test.
	By June 2015, Oak Park Elementary English Language Learners will increase in reclassification numbers and will move from basic to approaching proficient and/or advanced levels in both ELA and Mathematics.
<b>Graduation/Promotion Rate</b>	By 06/15/2015, 70 % of Oak Park Elementary students in grade 3 will read at independent reading level P in Fountas and Pinnel. By June 2015, all (100 %) students in grade 5 will promote from 5th grade to 6th grade.
<b>Parent Involvement and Community Engagement</b>	By 06/15/2015, 100 % of Oak Park Elementary Parents/Guardians will be provided opportunities to be involved in Parent and Community Engagement.

<b>Academic Program Description:</b>	<b>The budget listed below is supplemental to the base program. Please see the base program model in the following four pages.</b>
--------------------------------------	--

\* The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval.

Name	30100 Title I Basic		30103 Title I Parent		30106 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	FTE	TOTAL	
		129,871.00		2,121.00		10,597.00	
2040 Inschool Resource Tchr	1.23	98,484.49	-	-	-	-	Resource Teacher will provide small group instruction to lower performing students, provide academic coaching in all content areas to teachers, and will co-plan, co-teach, lead lesson study facilitation and provide PLC support alongside the principal, in order to achieve school-wide goals. The Resource Teacher will present district initiatives to the school community and provide curricular supports that will increase student achievement and support the school-wide Program Improvement Plan. They will also provide Tier II supports and facilitate Professional Development. The Oak Park Elementary Resource Teacher will also assist in training parents on Common Core Standards.
1192 Prof&Curriclm Dev Vist Tchr		-		-		9,412.00	Collaborative planning time to meet and plan for student needs such as developing common formative assessments. Includes off-site PD and cross-site collaboration. Teachers will meet monthly to engage in curriculum planning during PLCs, as well as visit higher performing schools for professional growth and to improve in their craft as teachers.
2455 Tech Professional OTBS Hrlly		-		280.00		-	Child Care or Translation for parent meetings.
<b>Employee Benefits</b>		<b>31,382.96</b>		<b>61.58</b>		<b>1,185.91</b>	
4301 Supplies		4.00		1,754.00		-	Intervention materials such as journals, chart paper, pencils, markers, construction paper, etc.. to support students in meeting grade-level standards.

5733 Interprogram Svcs/Paper

-

25.00

-

Paper to supplement core instruction so that students may actively participate in lessons by producing written work.

**TEACHER ALLOCATIONS:**

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

Grades K-3:	01:25.5
Grades K-3 with CSR:	1:24
Grade 4-5:	01:32.1

**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 wee
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	0.2
494-726	1.5	0.3
727-960	2	0.4
961-1,195	2.5	0.5
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