

# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **OAK PARK ELEMENTARY** SCHOOL

**2020-21**

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
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: 12/15/2020**

**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.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**  
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: **Oak Park Elementary (0223)**

**DUE: October 5, 2020**

SITE CONTACT PERSON: **Reashon Villery**

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):

- Title 1 Schoolwide Programs (SWP)     CSI School

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:

- |  |                                 |
|--|---------------------------------|
| <input type="checkbox"/> English Learner Advisory Committee (ELAC)                         | Date of presentation: 9/24/2020 |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation:           |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: 9/29/2020 |
| <input type="checkbox"/> Site Governance Team (SGT)  | Date of presentation: 9/23/2020 |
| <input type="checkbox"/> Other (list): <u>Principal's Coffee Zoom Chat</u>                 | Date of presentation: 9/17/2020 |

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: 10/5/2020

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 Villery  
Type/Print Name of School Principal

Reashon J. Villery 10/5/2020  
Signature of School Principal / Date

Brittany Cooper  
Type/Print Name of SSC Chairperson

B. Cooper 10-5-2020  
Signature of SSC Chairperson / Date

Isela Garcia  
Type/Print Name of ELAC Chairperson

[Signature] 10-5-2020  
Signature of ELAC Chairperson / Date

Monika Hazel  
Type/Print Name of Area Superintendent

Monika Hazel 10/16/10  
Signature of Area Superintendent / Date

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

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## **SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**

### **PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of Title I School-wide Program. The staff at Oak Park Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at Oak Park work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based.

### **PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

### **STAKEHOLDER INVOLVEMENT (REQUIRED)**

Multiple groups provided input this year to develop Oak Park's budget and SPSA. At Oak Park, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2019-2020, stakeholders were involved in the 2019-20 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included SGT, SSC, ELAC, PTSA, and staff meetings held throughout the year.

- September 24, 2019 the Annual Title I Parent Meeting was held.
- January 21, 2020- SGT met to analyze data and provided budget recommendations.
- January 28, 2020- Staff met to analyze data and provided budget recommendations.
- January 30, 2020- ELAC provided input on funding that would support English Language Learners.
- January 31, 2020- SSC met to discuss the evaluation and assessment survey.
- January 31, 2020-SSC reviewed and approved the 19-20 budget.
- February 7, 2020 SSC developed the School Parent Compact and Parent Involvement Policy.
- September 24, 2020-ELAC provided input regarding goals for English Language Learners.

-October 5, 2020- SSC developed and approved 2019-2020 SPSA.

### **School Site Council and Site Governance Team:**

- During the last school year all meetings included updates on current school budget and current student needs, were determined by analyzing student performance data, which included subgroup data. Team discussions detailed how we could support our struggling/vulnerable students this year and next year as we build the 2020-2021 school budget and goals to continue to better support our students and to close achievement gaps.
- The SSC and SGT analyzed the School Plan for Student Achievement Assessment and Evaluation Survey and SPSA goal input
- SSC reviewed and approved the 2020-21 budget
- Agendas and Minutes are posted on the Oak Park Elementary School website and are available in the main office.

### **Principal's Coffees:**

- Discussed, brainstormed and shared ideas on how best to support our students.

### **PTA Board Meetings:**

- Principal's report included a brief update on budget and student performance data. The Principal always solicits ideas for continual improvement and what the parents/families would like to see in the coming months and the following school year. Information was included in the Survey for Parent/Community Involvement.

### **School Safety Committee** (group comprised of parents and teachers):

- During the last school year, this team discussed current campus needs to strengthen student, campus and neighborhood safety as well as disaster preparedness. This group's work and input is taken into consideration regarding expenditures of Oak Park's school budget.

### **Wellness Team**

- The School Safety Committee has been combined with the site Wellness Team for the 2020-21 school year.

### **Staff Meetings:**

- During our staff meetings throughout the year, we discussed student needs/student supports needed, needed instructional materials, priorities for spending monies and looking forward to what is needed for the school year. Information was included in the survey and summary.
- To gain staff input during the budget build period, during a staff meeting the Principal shared the draft school budget for the next school year; staff discussed and provided input.

### **PLCs and ILT Meetings:**

- Discussion at each meeting included student performance data and closing the achievement gap as well as needed focus and materials/resources for the coming months and school year. This information was used to help construct this SPSA and the budget.

### **RESOURCE INEQUITIES**

On the 2018-19 CAASPP, Oak Park Elementary students exceeded the district and state percentages of students who met/exceeded standards in both ELA and Mathematics. Combining third-fifth grade, in ELA, 53% (131 students) met/exceeded standards. 55% (46 students) of third graders met/exceeded standards; 54% (42 students) of fourth graders met/exceeded standards; and 51% (43 students) in fifth grade met/exceeded standards. Combining third-fifth grade, in Mathematics, 55% (138 students) met/exceeded standards. 70% (59 students) of third graders met/exceeded standards; 53% (42 students) of fourth graders met/exceeded standards; and 43% (37 students) in fifth grade met/exceeded standards. Students with Disabilities, English Learners and African American students are our lowest performing subgroups in ELA and Mathematics. The table below shows the percent and number of student who met/exceeded standards.

To develop the goals for this plan, we used 2018-19 SBA data. To determine goal percentages, we used cohort data (e.g. to determine the goal for this year's fifth graders, we used 2018-19 fourth grade data).

### **Root Cause Analysis**

Student performance data was analyzed and stakeholders reflected on the 2019-20 school year to identify the following possible root causes for student under performance. After listing possible causes, we grouped them into three different categories to better develop an action plan to support our students and to close the achievement gap. The categories are (1) Correcting mismatches between learner and classroom demands; (2) Reading comprehension; and (3) Safe, collaborative and inclusive culture.

#### **Correcting Mismatches Between Learner and Classroom Demands**

- Lesson plans do not take into account the individual support needs of individual learners
- Using a deficit model when discussing/problem solving underperforming students
- Increased number of students being referred for SST/IEPs
- Teachers struggle with articulating how to move students forward, intervention strategies have little variance

#### **Reading Comprehension**

- Students being stuck in one F&P level; teachers need support to articulate how to move them forward
- Majority of lessons aren't purposefully planned to include instructional steps when students don't 'get it' the first time as well as anticipating individual student needs
- Teachers aren't embracing and utilizing the Critical Concepts at the desired level
- Teachers tend to use the same and broad sweeping, interventions for all students
- Many struggling and vulnerable readers do not receive multiple Guided Reading or small group instruction on a weekly basis
- Students are struggling with the language/comprehending math word problems



**Safe, Collaborative and Inclusive Culture**

- Some students have behaviors that are getting in the way of learning
- Students with Disabilities and English Learner subgroups are underperforming
- Teachers tend to think of students with IEPs as a special ed problem to solve; lack ownership
- Our population of ELs can go unnoticed/blend in some classes; ELD not taught every day on a consistent basis - following an ELD schedule will help
- Deficit thinking when discussing underperforming students
- Instruction is not differentiated to the degree that ensures all students supports as needed
- Student efficacy and peer supports needs to increase
- Para educators have varied degrees of expertise and effectiveness with SWD

Based on the California Dashboard, there are also inequities in the areas of chronic absenteeism with some grade levels; such as Kindergarten and first grade. The school community has done extensive work in iMTSS and have put systems and structures in place to address and decrease chronic absenteeism. The office staff will work collaboratively and closely with the principal, school counselor, guidance assistant, and certificated staff to monitor attendance and social emotional needs. There will be consistent weekly home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the home-school relationships with families. There will be counseling and social emotional health services on-site (5 days a week) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the counselor will work directly with staff and families to provide professional development and strategies to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS and IMTSS School wide to cultivate a positive school culture for all stakeholders.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<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



# GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

## Goal 1 - Safe, Collaborative and Inclusive Culture

### Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

### District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Vice Principal (VP)

- Did collaborate with school counselor to help support student and families social emotional well-being and additional needs to assure students come to school.
- Did help coordinate multiple support staff (office staff) teachers, nurse, to help implement strategies to increase attendance (perfect attendance acknowledgement assemblies, prizes and celebrations)
- Did participate in home visits to help families assure students attend school.
- Did join School Improvement Team (ILT) to address chronic absenteeism.
- Coordinated and participate in Professional Development for staff (restorative Practices, positive school culture)
- Did collaborate with counselor to coordinate wrap-around services to students/families needing support (community partners such as Northcentral Mental Health)

#### Resource Teacher:

- Did collaborate with school counselor and VP to help support student and family's social emotional well-being and additional needs to assure students come to school.
- Is a member of the support staff that monitors attendance and connects with families to identify supports.
- Did participate in home visits to help families assure students attend school.

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- Did join School Improvement Team (ILT) to address chronic absenteeism.
- Coordinated and participate in Professional Development for staff (restorative Practices, positive school culture).

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Vice Principal/Resource Teacher: Both staff implemented the plan as much as possible. However there were two major circumstances identified that had significant impact on strategy implementation:
  - The large number of absent students/Chronic absent students required a more intense strategy (expertise) and additional 'attendance' staff to assist with calls. Oak Park created a Student Attendance and Connection Team. This team is comprised of the Vice Principal, School Counselor, Guidance Assistant/Attendance Clerk, School Nurse, School Clerk, and Elementary School Assistant. The team has coordinates and collaborates with the Principal on how to reach parents whose children have attendance issues/concerns, who may need a home visit or wellness check, and to provide support and resources to those students/families that are in need of technical or internet support in order to access online/on site teaching or instruction. The team will enlist the assistance of district translators to help reach families that do not speak English, since the attendance of English Learners is a concern. This group will also collaborate and work with the 3 Ed Specialists to research ways to increase the attendance of Students with Disabilities and to offer support to parents in getting the students to school; when these students are having a difficult start to their day, resulting in poor attendance.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At Oak Park, we understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been disproportionately put in Special Education, high rates of suspension and not given the opportunities to take higher level classes, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, and social and emotional wellbeing in order to improve their experiences . There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

### \*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Decrease absenteeism	16.5%	11%	Chronic Absenteeism	Annually
June 2021	Tk-5	Decrease suspensions	2.5%	1%	Suspension	Annually

**\*Identified Need**

**In 2019 on the California Dashboard, the areas not green or blue are Chronic Absenteeism and Suspension Rates.**

**Chronic Absenteeism:**

The subgroups that are not green or blue are African American (orange), Asian (red), Hispanic (red), English Learners (red), Socioeconomically Disadvantaged (orange), Homeless (red), Two or More Races (yellow).

**Suspension Rate:**

The subgroups that are not green or blue are Students with Disabilities (yellow), African American (yellow), Homeless (orange), Two or More Races (yellow), Socioeconomically Disadvantaged (orange), English Learners (orange) and Hispanic (orange).

**Parent Involvement (indicators):**

- School allows input and welcomes parents' contributions
- School encourages me to be an active partner with the school in educating my child
- School actively seeks the input of parents before making important decisions
- Parents feel welcome to participate at this school

**\*Online Learning Implications**

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional wellbeing. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-Emotional Learning and Restorative Justice Practices
- Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level
- Social and Emotional Learning (SEL) will be embedded into the instructional core during online and onsite learning.
- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

### Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	Black or African American	Decrease absenteeism	14%	7%	Chronic Absenteeism	Annually
June 2021	Tk-5	Students with Disabilities	Decrease suspensions	5.9%	2%	Suspension	Annually
June 2021	Tk-5	English Learner	Decrease absenteeism	16%	8%	Chronic Absenteeism	Annually
June 2021	Tk-5	Hispanic or Latino	Decrease absenteeism	25%	15%	Chronic Absenteeism	Annually
June 2021	Tk-5	Socioeconomically Disadvantaged	Decrease absenteeism	17%	12%	Chronic Absenteeism	Annually
June 2021	Tk-5	Homeless/Foster	Decrease suspensions	5.4%	2%	Suspension	Annually
June 2021	Tk-5	Hispanic or Latino	Decrease suspensions	3.1%	1%	Suspension	Annually

## Strategy/Activity 1

### \*Students to be served by this Strategy/Activity

All students will be served by this strategy including the English Learners and Students with Disabilities; including African-American, Hispanic, and Asian, subgroups.

All students at the school will benefit from this strategy/activity in the area of Suspension Rate, including the following subgroups: Students With Disabilities, Language Learners, Hispanic Students, African American Students, and Students Identified as Homeless, and students who are considered Socioeconomically Disadvantaged.

Note: Over 85% of Oak Park students are considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

Strategy/activity in the area of Suspensions, including the following subgroups: **STW, ELLs, Hispanic, African American, and Homeless** students.

### \*Strategy/Activity - Description

The Vice Principal and Resource Teacher:

#### **Suspension Rate:**

The Vice Principal and Resource Teacher will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease Suspension Rates. Vice Principal, Resource Teacher and Counselor will collaborate with outside agency "Mending Matters," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Euclid. This will allow students to maximize their learning time and academic progress in class. Vice Principal, Resource Teacher and Counselor will collaborate with outside agency "Leader in Me," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Euclid.. This will allow students to maximize their learning time and academic progress in class.

- The Vice Principal and Resource Teacher will support to reduce Suspension Rates by:
- Collaborate with school counselor.
- They conduct home visits to ensure families receive the supports they need.
- Active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
- Vice Principal will conduct small group work on: positive play; positive problem solving; conflict resolution'
- They will support classroom with Restorative Practices through Community Circles and Restorative Circles when harm occurs
- They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes

To support this goal, the school counselor facilitates:

- Second Step lessons in classrooms
- Lunch Bunch group with the counselor
- Coordinates the student Peace Patrol (students helping their peers solve problems on the playground peacefully)
- Buddy Bench (students sit on the bench when they need a friend to play with or feeling a bit sad; students are trained to help support students who sit on the bench)
- Meets with individual and small groups of students to promote a safe and inclusive environment for all students

## Oak Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Principal, Vice Principal, School Counselor, School Attendance Assistant, and School Clerk meet regularly to review attendance data. Each are assigned students/families to follow up to promote positive attendance. We are bringing back our monthly perfect attendance recognition for the 2020-21 school year as a student and family incentive for positive attendance. The importance of everyday and bell-to-bell attendance will also be included in school-to-home communication.

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02231X	Vice Principal -	0.15000	\$17,046.90	\$23,803.94	0223-30100-00-1309-2700-0000-01000-0000	Title I Basic Program	[no data]		VP to provide academic coaching to teachers and push-in/pull-out support to students; assist with PD, PLCs, assessments, and instructional practices. Evaluate teachers and staff and support at IEPs/504s. Testing Coordinator
F022321	Inschool Resource Tchr	0.90000	\$85,578.30	\$121,851.17	0223-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		RT to provide academic coaching to teachers and push-in/pull-out support to students; assist with PD, PLCs, assessments, and instructional practices. Assessments here including Testing Coordinator for ELPAC and CAASPP
N02232O	Supplies		\$349.00	\$349.00	0223-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Curriculum and instructional supplies and materials to meet the needs of struggling students and to close the achievement gap.
N0223CC	Prof&Curriclm Dev Vist Tchr		\$8,177.00	\$9,999.66	0223-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers so that teachers can attend/participate in PLCs, PD sessions, attend conferences to meet the needs of students and close the achievement gap.

### \*Additional Supports for this Strategy/Activity

Visiting teachers are essential for certificated staff to be released from their regular classroom responsibilities to participate in professional development in service of reducing 'Chronic Absenteeism" and "Reducing Suspension Rate. Vice Principal, Resource Teacher, restorative practices district resource teachers, and community partners to improve the following: Attendance (reduce chronic absenteeism rate); School culture (reduce suspension rate); Family engagement (provide parent classes/support). This will support the efforts to close the achievement gap.

- PD - implementation of "Leader in Me"
- PD - from outside agency "Mending Matters."
- PD - Culturally Responsive Practices, No Place for Hate, and becoming an Anti-Racist School

Hourly pay for Para educators to support the attendance monitoring.

Attendance Tracking

- Clerical work
- Report Creation
- Calling families by phone.
- Collaboration with Vice Principal, Resource Teacher, Counselor, Attendance Clerk

**Safe, Collaborative and Inclusive Culture**

- Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Intentional Planning: planning questions, supports, etc. for all learners
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment to ensure students feel safe and confident throughout the instructional day
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Broaden teachers’ intervention toolbox to support vulnerable learners
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed are equally responsible; integrated delivery of related services; Para educator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, PD, grade level inquiries, etc.
- Co-teaching (students/staff); student empowerment/agency
- Promote student agency and goal setting
- Ensure all ELs receive daily ELD instruction
- Social emotional; promote sense of belonging; positive behavioral supports; teacher selected school wide tag line: "You Belong Here"
- Discontinue all green/red behavioral systems and focus on the positive
- Continue school wide Character Ed program and classroom presentations during morning opening
- Continue morning opening presentations for character trait of the month, recognizing students, etc.
- Continue positive parent communication
- Use Instagram to highlight positive happenings at school to promote our safe, collaborative and inclusive culture



## Goal 2 - English Language Arts

### Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to fund the following: Vice Principal and Literacy Resource Teacher:

- Vice Principal and Resource Teacher:
- Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- Did build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption
- Did provide Tier 2 intervention to identified struggling readers (all subgroups)
- Collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- Collaborated with classroom teachers planning Tier 1 and Tier 2 instruction
- Worked directly with parents and ELAC
- Working with teachers to Reclassify English Language Learner to provide support for English Learners in acquiring English and accessing grade level content;
- Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas.

Provided direct instruction to EL's.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

To support ELA during the 2019-20 school year, resources were used for visiting teachers to release classroom teachers from the classroom for PLCs (Professional Learning Communities) for professional learning. Teachers worked in collaboration to analyze student work and data, design lessons, develop formative assessments to strengthen Tier 1 instruction and to support struggling students with Tier 2 interventions and English Learners.

Professional learning also included strengthening guided reading/small group instruction, linking lessons to standards and intervention strategies. Resources were also used to purchase instructional materials.

### Outcomes/Effectiveness

Percentage of students meeting/exceeding grade level expectations at the end of the 2018-19 school year:

- DRA: TK-100%, K- 82%, 1<sup>st</sup>- 68%, 2<sup>nd</sup>- 71%, 3<sup>rd</sup>- 83%, 4<sup>th</sup>- 78%, 5<sup>th</sup>- 75%
- SBA, ELA: Overall (all students) 53% (131 students); scores decreased from previous year by 1 percentage points
- SBA, ELA, African American subgroup: 38% (22 students); decreased from previous year by 3 percentage points
- SBA, ELA, Students with Disabilities: 14% (5 students); decreased from previous year by 2 percentage points
- SBA, ELA, English Learners: 23% (13 students); increased from previous year by 3 percentage points

### **\*Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds have been allocated or a Vice Principal (VP) and a Resource Teacher (RT).

#### **- Vice Principal and Resource Teacher:**

- Will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction.

- Will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions

Will continue to build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption

Will continue to provide Tier 2 intervention to identified struggling readers (all subgroups)

Will continue to collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results

Will continue to collaborated with classroom teachers planning Tier 1 and Tier 2 instruction

VP will continue to working directly with parents and ELAC.

VP will continue to work with teachers to Reclassify English Language Learner to

Will continue to provide direct support for English Learners in acquiring English and accessing grade level content;

Will continue to collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas

Will continue to provided direct instruction to EL's.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

We did not have any other major differences. It would be beneficial to have had PLCs more frequently (bi=weekly instead of month) for teacher collaboration and professional learning, but this was not possible due to our limited funds.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

#### - The VP/RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students.
- Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk' of becoming LTEL's,
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.
- Visiting teachers will be used to released classroom teachers for professional learning communities (PLCs) and the School Improvement Team.

#### - Major Changes: Funds have been allocated for the implementation of the following programs:

At Oak Park, we understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been disproportionately put in Special Education, high rates of suspension and not given the opportunities to take higher level classes, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, and social and emotional wellbeing in order to improve their experiences . There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

- "Mending Matters" - provide socioemotional support, Mental Health referrals, and establish a positive school culture.
- "Leader in Me" - provide a positive school culture.
- Scholastic Reading Pro - Digital Leveled Library to Celebrate reading, Track reading habits at home, provide reading resources at the ZPD.
- Scholastic Rise - Systematic Tier 2 intervention program to be used school wide.
- FAST Reading/Math Assessments - to be used school wide, monitor student progress, provide interventions, provide lessons in areas of need.
- Participation in the "High-Reliability schools Training" - School leadership team will participate in training to develop capacity in data analysis and strengthening instructional program.

Our funds will limit the number of PLC dates that teachers will engage in for the 2020-21 school year. We are only able to fund 7-8 monthly PLCs for each teacher for the 2020-2021 school year. To carry on the work from last year, we have restructured our professional learning. All teachers are working together in grade level inquires. We will have a total of four inquiry cycles during the school year.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase percentage of students meeting/exceeding standards	53%	60%	CAASPP ELA	Annually
June 2021	3-5	Increase percentage of students meeting/exceeding standards	60%	65%	FAST aReading	Annually

**\*Identified Need**

Analysis of the CAASPP data shows that the percentage of students meeting/exceeding standards has decreased from last year. To support underperforming students we will focus on reading comprehension during professional development in a variety of ways including teachers' professional learning. During professional learning we will focus on lessons that are aligned with standards, integrating grade level inquiries, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include: (1) Correcting mismatches between learner and classroom demands; and (2) Reading comprehension.

**\*Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators

- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading
- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American	Increase percentage meeting/exceeding standards	38%	45%	CAASPP ELA	Annually
June 2021	3-5	Students with Disabilities	Increase percentage meeting/exceeding standards	14%	20%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase percentage meeting/exceeding standards	23%	28%	CAASPP ELA	Annually
June 2021	3-5	Hispanic or Latino	Increase percentage	20%	26%	CAASPP ELA	Annually

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			meeting/exceeding standards				
June 2021	3-5	Black or African American	Increase percentage meeting/exceeding standards	40%	45%	FAST aReading	Annually
June 2021	3-5	Students with Disabilities	Increase percentage meeting/exceeding standards	16%	22%	FAST aReading	Annually
June 2021	3-5	English Learner	Increase percentage meeting/exceeding standards	32%	40%	FAST aReading	Annually

### Strategy/Activity 1

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the following subgroups: Hispanic, English Learners, students with disabilities, African American, and students who are considered Socioeconomically Disadvantaged. The progress of English Learners will be monitored throughout the school year. All of these groups are addressed in the goal for all students.

**\*Strategy/Activity - Description**

**The VP/RT:**

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
  - Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's
  - Will continue to provide direct interventions to struggling readers and students "at risk" of becoming LTEL's,
  - Will continue to support and implement professional development for staff to strengthen instructional practice.
  - VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.
- Professional learning will be supported by one round of PLCs per teacher due to limited funds. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.
- To strengthen ELA, professional learning will include two main areas of study in the 2019-20 school year: (1) Correcting mismatches between learner and classroom demands and (2) Reading Comprehension. These two areas include:
- Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
  - Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture

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- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
  - Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
  - Broaden teachers' intervention toolbox
  - Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; Para educator training
  - IMTSS (Integrated Multiple Tiered Support System)
  - Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
  - Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
  - Promote student agency through goal setting
  - Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward
  - Consistently tying lessons to standards/Critical Concepts
  - Using guided reading/small group instruction to support vulnerable learners
- Explore the language of mathematics-how can we support students in comprehending word problems

### \*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N022363	Supplies		\$1,168.00	\$1,168.00	0223-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Professional development books, materials, and supports to close the achievement gap and to address district wide initiatives to improve culturally responsive practices. It is also to provide EL training for teachers and PD for/about students with disabilities.

### \*Additional Supports for this Strategy/Activity

Teacher Hourly rate has been allocated to implement a before/after school program to deliver interventions to 'at-risk' students.

Para educator Hrly Rate has been allocated to deliver interventions to 'at-risk' students during the instructional day.

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials and classroom books to support ELA.

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.



- Learning Upgrade and RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction

- Scholastic News to support student learning in literacy.

- Scholastic Reading Pro - Digital Leveled Library

Funding has been allocated to purchase Intervention and Student monitoring resources.

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis

- Improve instructional practices:

- Lesson design

- Lesson studies

- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.

- Implementation of new School-wide programs

## Goal 3 - Mathematics

### Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Vice Principal and Resource Teacher:

- Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- Did build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption
- Did provide Tier 2 intervention to identified struggling readers (all subgroups)
- Collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- Collaborated with classroom teachers planning Tier 1 and Tier 2 instruction
- Worked directly with parents and ELAC.
- Working with teachers to Reclassify English Language Learner to
- Provide support for English Learners in acquiring English and accessing grade level content;
- Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas
- Provided direct instruction to EL's.
- Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.

**Implementation**

- Teachers in grades TK-5 utilized the Envision Math program
- Students utilized ST Math online program
- Students had access to the online program Learning Upgrade

**Outcomes/Effectiveness**

Percentage of students meeting/exceeding grade level expectations at the end of the 2018-19 school year:

- SBA, Math: Overall (all students) 55% (138 students); scores increased from previous year by 3 percentage points
- SBA, Math, African American subgroup: 42% (25 students); increased from previous year by 3 percentage points
- SBA, Math, Students with Disabilities: 16% (6 students); decreased from previous year by 2 percentage points
- SBA, Math, English Learners: 32% (19 students); increased from previous year by 5 percentage points

**\*Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Historical data suggest this strategy had limited impact to student achievement; SBAC scores have demonstrated marginal gains and student reading at proficient levels have been decreasing per monthly monitoring data. Oak Park has allocated funds for a Vice Principal (VP) and a Resource Teacher (RT).

**- Vice Principal and Resource Teacher:**

- Will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction.
- Will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions

Will continue to build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption

Will continue to provide Tier 2 intervention to identified struggling readers (all subgroups)

Will continue to collaborate with classroom teachers in their Professional Learning Communities (PLC) to analyze SBAC results

Will continue to collaborate with classroom teachers planning Tier 1 and Tier 2 instruction

VP will continue to work directly with parents and ELAC.

Will continue to provide direct support for English Learners in the area of Math

Will continue to collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in Math

Will continue to provide direct instruction to EL's.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.

**\*Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are a few changes for the 2020-2021 school year.

The Vice principal and Resource Teacher will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). They will also continue to support professional development (plan, organize, and facilitate) in Math. They will work directly with community partners, students and families to increase family engagement, which will positively impact attendance, school culture and academic progress. Both Vice principal and Resource Teacher will collaborate with administration and other support staff (Physical Education Coach, Ed. Specialists, Counselor, School Psychologist, Speech Pathologists, and Occupational Therapist in order to help accomplish the following: increase academic achievement; create meaningful ongoing formative assessments; monitor student progress; support social/emotional needs; provide direct instruction to potential at risk LTELs. Visiting teachers will release classroom teachers for bi-weekly PLCs to monitor student progress and plan instruction.

**- The VP/RT:**

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's,
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.
- Visiting teachers will be used to released classroom teachers for professional learning communities (PLCs) and the School Improvement Team.
- At Oak Park, we understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been disproportionately put in Special Education, have had high rates of suspension and not given the opportunities to take higher level classes, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, and social and emotional well being in order to improve their experiences . There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

**- Major Changes:** Funds have been allocated for the implementation of the following programs:

- "Second Steps and Mending Matters" - provide socioemotional support, Mental Health referrals, and establish a positive school culture.
- "Leader in Me" - provide a positive school culture

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- Participation in the "High-Reliability schools Training" - School leadership team will participate in training to develop capacity in data analysis and strengthening instructional program.

### \*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase percentage meeting/exceeding standards	55%	62%	CAASPP Math	Annually
June 2021	3-5	Increase percentage meeting/exceeding standards	57%	65%	FAST aMath	Annually

### \*Identified Need

Based on the data, we need to continue the focus on improving student achievement and closing the achievement gap specifically with our identified subgroup populations. The data also indicates that there is an achievement gap with over 85% of Oak Park's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

### Outcomes/Effectiveness

Percentage of students meeting/exceeding grade level expectations at the end of the 2018-19 school year:

- SBA, Math: Overall (all students) 55% (138 students); scores increased from previous year by 3 percentage points
- SBA, Math, African American subgroup: 42% (25 students); increased from previous year by 3 percentage points
- SBA, Math, Students with Disabilities: 16% (6 students); decreased from previous year by 2 percentage points
- SBA, Math, English Learners: 32% (19 students); increased from previous year by 5 percentage points

### \*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading
- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American	Increase percentage meeting/exceeding standards	42%	51%	CAASPP Math	Annually
June 2021	3-5	Students with Disabilities	Increase percentage meeting/exceeding standards	16%	22%	CAASPP Math	Annually
June 2021	3-5	English Learner	Increase percentage meeting/exceeding standards	32%	37%	CAASPP Math	Annually
June 2021	3-5	Hispanic or Latino	Increase percentage	28%	32%	CAASPP Math	Annually

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			meeting/exceeding standards				
June 2021	3-5	English Learner	Increase percentage meeting/exceeding standards	21%	16%	FAST aMath	Annually
June 2021	3-5	Black or African American	Increase percentage meeting/exceeding standards	44%	47%	FAST aMath	Annually
June 2021	3-5	Students with Disabilities	Increase percentage meeting/exceeding standards	12%	17%	FAST aMath	Annually
June 2021	3-5	Hispanic or Latino	Increase percentage meeting/exceeding standards	18%	25%	FAST aMath	Annually

### Strategy/Activity 1

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Math, including the following subgroups: Language Learners, Students with Disabilities, Black or African American Students, Hispanic/Latinos, students considered Socioeconomically Disadvantaged, and students identified as Homeless. Over 85% of Oak Park's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

We are utilizing ST Math, a district funded math program. This is no cost to the school. The PTA has funded an additional online program, IXL to support students in math, which can also be accessed at home. Both of these programs are aligned with standards and have an assessment component to monitor growth and individualize instruction. They provide opportunities for students to practice their math skills at their individual instructional level. ST Math focuses on the conceptual component, which is critical for why certain algorithms are utilized in math.



**\*Strategy/Activity - Description**

**The VP/RT:**

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Will continue to support the implementation of a Tier 2 intervention programs for students identified “at risk” in Math.
- Will continue to provide direct interventions to students identified as "at risk' in Math,
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items, which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics based on teachers determining what students need.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02231Y	Vice Principal -	0.45000	\$51,140.70	\$71,411.83	0223-30106-00-1309-2700-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		VP to provide academic coaching to teachers and push-in/pull-out support to students; assist with PD, PLCs, assessments, and instructional practices. Evaluate teachers and staff and support at IEPs/504s. Testing Coordinator

**\*Additional Supports for this Strategy/Activity**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap, and provide for quality professional development.

All students at the school will benefit from this strategy/activity in the area of Math, including the following subgroups: Language Learners, Students with Disabilities, Black or African American Students, Hispanic/Latinos, students considered Socioeconomically Disadvantaged, and students identified as Homeless. Over 85% of Oak Park's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

Teacher Hourly rate has been allocated to implement a before/after school program to deliver interventions to 'at-risk' students.

Para educator Hrly Rate has been allocated to deliver interventions to 'at-risk' students during the instructional day.

**Professional Development:**

All students at the school will benefit from this strategy/activity in the area of Math, including the following subgroups: Language Learners, Students with Disabilities, Black or African American Students, Hispanic/Latinos, students considered Socioeconomically Disadvantaged, and students identified

as Homeless. Over 85% of Oak Park's student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis
- Improve instructional practices:
  - Lesson design
  - Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs
- Pearson, FAST Reading/Math, and ST Math Assessment System - monitor student progress, assign interventions.

## Goal 4- Supporting English Learners

### Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

#### Implementation

In 2019-2020 school year, teachers participated in professional development focused on strengthening Tier I instructional practices and intervention strategies for Tier 2. Supporting all students including English Learners was included in professional learning. Teachers focused on students who were outside the Sphere of Success including English Learners. During professional learning we discussed how to support our ELs including frontloading lessons, daily Integrated ELD and monitoring their progress using formative assessments to determine needed supports and next instructional steps. All teachers who have English Learners in their classrooms include ELD on their daily schedules to accelerate their English acquisition. During the 2019-20 school year, we reclassified 60 English Learners.

Resources were allocated to fund the following: Vice Principal and Literacy Resource Teacher:

#### - **Vice Principal and Resource Teacher:**

- Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction

- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions.  
Did build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption  
Did provide Tier 2 intervention to identified struggling readers (all subgroups)  
Collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results  
Collaborated with classroom teachers planning Tier 1 and Tier 2 instruction  
Worked directly with parents and ELAC  
Working with teachers to Reclassify English Language Learner to  
Provide support for English Learners in acquiring English and accessing grade level content  
Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in English  
Provided direct instruction to EL's.  
Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

**\*Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Oak Park has allocated funds for a Vice Principal (VP) and a Resource Teacher (RT).

**- Vice Principal and Resource Teacher:**

- Will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction.  
- Will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions  
Will continue to build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption  
Will continue to provide Tier 2 intervention to identified struggling readers (all subgroups)  
Will continue to collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results  
Will continue to collaborated with classroom teachers planning Tier 1 and Tier 2 instruction  
VP will continue to work directly with parents and ELAC.  
VP will continue to work with teachers to Reclassify English Language Learner to  
Will continue to provide direct support for English Learners in acquiring English and accessing grade level content;

Will continue to collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas

Will continue to provide direct instruction to EL's.

Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.

No major differences other than that, except we are anticipating that Oak Park will have a greater number of English Learners and New Comers to the county during the 20120-2021 school year.

### **\*Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the results of the 2019-20 ELPAC testing, we will be looking at individual scores of students even though the data was not included in reports due to our low student numbers.

English Learners will be continue to be monitored at reporting periods by analyzing their DRA/F&P and writing scores.

#### **- The VP/RT:**

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's,
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.
- Visiting teachers will be used to released classroom teachers for professional learning communities (PLCs) and the School Improvement Team.

#### **- Major Changes:** Funds have been allocated for the implementation of the following programs:

- "Second Steps and Mending Matters" - provide socioemotional support, Mental Health referrals, and establish a positive school culture.
- "Leader in Me" - provide a positive school culture.
- Scholastic Reading Pro - Digital Leveled Library to Celebrate reading, Track reading habits at home, provide reading resources at the ZPD.
- Scholastic Rise - Systematic Tier 2 intervention program to be used school wide.
- FAST Assessments - to be used school wide, monitor student progress, provide interventions, provide lessons in areas of need.
- Participation in the "High-Reliability schools Training" - School leadership team will participate in training to develop capacity in data analysis and strengthening instructional program.
- Facilitate Professional Development in the area of Designated ELD and Integrated ELD.

At Oak Park, we understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been disproportionately put in Special Education, high rates of suspension and not given the opportunities to take higher level classes, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, and social and emotional wellbeing in order to improve their experiences . There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

**\*Integrated English Language Development****All teachers will receive professional development:**

- Integrated vs Designated ELD
- Integrated instructional strategies and planning
- Designated instructional strategies and planning
- Instruction to support newcomers
- Instructional routines for ELLs
- Strategies for Long Term ELLs

**Our new ELA curriculum has Integrated ELD lessons daily (Benchmark Advanced).**

- The program includes strategies for teacher to use daily for integrated ELD.
- English Learners will be closely monitored for growth on assessments.
- During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.
- Training will be provided by the Office of Language Acquisition Resource Teachers
- Principal will conduct focused instructional walk-throughs during all content areas to ensure integrated ELD occurs.
- Classroom walk-throughs to show evidence of integrated ELD
- Collecting ELD schedules from teachers
- Observing and providing teacher feedback on ELD lessons
- Monitor DRA/F&P levels during reporting periods
- During PLCs and Grade Level Inquiry work, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners and the planning of ELD

**\*Designated English Language Development****All teachers will receive professional development:**

- Integrated vs Designated ELD
- Integrated instructional strategies and planning
- Designated instructional strategies and planning
- Instruction to support newcomers
- Instructional routines for ELLs

- Strategies for Long Term ELLs

**Our new ELA curriculum has Designated ELD lessons daily (Benchmark Advanced).**

- The program includes strategies for teacher to use daily for designated ELD.
- English Learners will be closely monitored for growth on assessments.
- During grade level collaborations, the agenda will include time for discussion about and planning for designated ELD.
- The Teachers will utilize the Benchmark curriculum to plan for Designated ELD.
- Teachers will provide daily Designated ELD as indicated on Master Schedule.
- Principal will conduct focused instructional walk-throughs during ELD.
- Classroom teachers will make adjustments to lessons and instructional practice as needed to support student learning.
- ELD schedules will be collected from teachers and used to inform principal's walkthrough schedule
- Observing and providing teacher feedback on ELD lessons
- Monitor the DRA/F&P levels for English Learners during reporting periods
- During PLCs and Grade Level Inquiry work, teachers will analyze student work, discuss progress and plan next instructional steps for English Learners and the planning of ELD
- All teachers with English Learners in their classroom will teach designated ELD a minimum of 30 minutes per day

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	English Learner	Students will advance at least one proficiency band.	Level 1:65 students; Level 2:33 students; Level 3:74 students; Level 4: 22 students-172 students	129=70%-129=75%	Summative ELPAC	Annually
June 2021	3-5	English Learner	Increase the % of students who met and exceeded grade level standards in ELA	23%	28%	CAASPP ELA	Annually
June 2021	3-5	English Learner	Increase the % of students who met and exceeded	32%	37%	CAASPP Math	Annually



			grade level standards in mathematics				
<b>*Identified Need</b>							
<p>Current numbers of English Learners at each grade level:            Current Data:            TK/K - 46 (ELPAC scores: 26 students scored one; 4 students scored two; 16 students scored three)            1st - 35 (ELPAC scores: 11 students scored one; 7 student scored two; 13 students scored three; 4 students scored four)            2nd - 41 (ELPAC scores: 9 students scored one; 13 students scored two; 15 students scored three; 4 students scored four)            3rd - 29 (ELPAC scores: 6 students scored one; 4 students scored two; 14 students scored three; 5 students scored four)            4th - 17 (ELPAC scores: 7 students scored one; 4 students scored two; 5 students scored three; 1 students scored four)            5th - 26 (ELPAC scores: 6 students scored one; 1 student scored two; 11 students scored three; 8 students scored four)</p>							
<b>*Online Learning Implications</b>							
<p>-District will provide students with targeted small group support through a push-in integrated model.            -The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.            -Job embedded coaching will support the classroom educators in developing instructional practices and interactions to meet the needs of each language learner.            - Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.            -Online professional development modules with iELD (integrated English Language)</p> <p>The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)</p> <ul style="list-style-type: none"> <li>-These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.</li> <li>-Direct instruction for how English works, direct instruction for comprehension activities, and participation activities will be implemented by the Office of Language Acquisition.</li> </ul> <p>Formative assessment data will be collected, analyzed and feedback given to students.            Professional development will also be offered to teachers across the district serving this English Learner group            The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.            This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise</p>							

<b>*Annual Measurable Outcomes (Closing the Equity Gap)</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2021	1	English Learner	Qualify for Reclassification	10	100% all 10 students	Other (Describe in Objective)	Annually
June 2021	2	English Learner	Qualify for Reclassification	4	100% all 4 students	Other (Describe in Objective)	Annually
June 2021	3	English Learner	Qualify for Reclassification	5	100% all 5 students	Other (Describe in Objective)	Annually
June 2021	4	English Learner	Qualify for Reclassification	1	100% the 1 student	Other (Describe in Objective)	Annually
June 2021	5	English Learner	Qualify for Reclassification	8	100% all 8 students	Other (Describe in Objective)	Annually
<b>Strategy/Activity 1</b>							
<b>*Students to be served by this Strategy/Activity</b>							
We are going to fund a Vice Principal and a Resource Teacher to test our English Learners using the ELPAC assessment.							
<b>*Strategy/Activity - Description</b>							
<p>Vice Principal (VP) and Resource Teacher (RT) will continue to support classroom teachers with tier 1 instruction and specific instructional practices based on needs (lesson studies throughout the school year).</p> <ul style="list-style-type: none"> <li>- Vice Principal and Resource teacher will continue to support PLC's in planning for both designated and integrated ELD Lessons</li> <li>- Vice Principal and Resource teacher will plan and facilitate professional development on the ELA/ELD framework, designated and integrated ELD, and instructional routines for ELLs.</li> </ul> <p>Instructional materials to support English Learners such as picture cards, books, vocabulary as determined by teachers based on student need. Teachers of students in grades TK-2nd, will continue to use learnings from the ELLA Coaching Cycle and will benefit from the dELD Coaching Cycle for 4th and 5th grade students.</p>							

## Oak Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Salary</b>	<b>Estimated Cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
F02231Z	Vice Principal -	0.40000	\$45,458.40	\$63,477.20	0223-09800-00-1309-2700-0000-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		VP to provide academic coaching to teachers and push-in/pull-out support to students; assist with PD, PLCs, assessments, and instructional practices. Evaluate teachers and staff and support at IEPs/504s. Testing Coordinator
F022320	Inschool Resource Tchr -	0.10000	\$9,508.70	\$13,539.02	0223-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		RT to provide academic coaching to teachers and push-in/pull-out support to students; assist with PD, PLCs, assessments, and instructional practices. Assessments: including Testing Coordinator for ELPAC and CAASPP
N022311	Equipment Non Capitalized		\$100.00	\$100.00	0223-09800-00-4491-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Technology supplies and materials for student learning.
N02231I	Supplies		\$300.00	\$300.00	0223-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Designated ELD curriculum and intervention/instruction materials for English Learners. Social Emotional support for materials homeless and foster students.
N022341	Classroom Teacher Hrly		\$245.00	\$299.61	0223-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Small group instruction and intervention support.
N02239F	Conference Local		\$500.00	\$500.00	0223-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional development conferences for teachers and staff on meeting the needs of ELs.
N0223B7	Guidance/Attend Asst Hrly		\$150.00	\$199.20	0223-09800-00-2454-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Student attendance and connection team leader. ELPAC administrator to Spanish speakers.
N0223C0	Travel Conference		\$500.00	\$500.00	0223-09800-00-5207-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional development conferences to close the achievement gap and to learn how to support ELs.
N0223C7	Prof&Curriclm Dev Vist Tchr		\$817.00	\$999.12	0223-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time for teachers to have VTs for PLCs and grade level planning sessions.

## Oak Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0223CB	Interprogram Svcs/Field Trip		\$410.00	\$410.00	0223-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Enrichment field trips that promote/support Music curriculum and counseling trips for homeless and foster students to help with social emotional learning.
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**\*Additional Supports for this Strategy/Activity**

Professional learning will include analysis of student data including work samples and formative assessments (PLCs and Grade Level Inquiry work).

- Formative assessments are used to adjust instruction in the moment and results are used to inform planning for subsequent lessons.
- We closely monitor the progress of our English Learners to accelerate their English language acquisition with the goal of reclassification.
- We will continue to implement learnings from the OLA Coaching Cycle during the 2020-21 school year. Areas of focus: ELD Standards, dELD curriculum, instructional strategies and target students.
- Students will engage in a variety of collaborative discussions
- Students will participate with peers in sustained dialogue on a variety of topics and content areas (explaining their thinking, constructing arguments and justifying their positions with sound evidence, etc.)
- Teachers will be engaged in professional learning throughout the cycle to strengthen their instructional practices to support English Learners

Visiting teachers are essential for classroom teachers to be released from the classrooms to participate in professional development with support staff to work on the following:

- Data Analysis (ELPAC)
- Improve instructional practices (dELD, iELD)
- Lesson design
- Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs (Benchmark Advanced - ELD)

## Goal 5 - Supporting Students with Disabilities

### Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.  
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Resources were allocated to fund the following: Vice Principal and Literacy Resource Teacher:

#### - Vice Principal and Resource Teacher:

- Did support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction
- Did support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions.
- Did build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption
- Did provide Tier 2 intervention to identified struggling readers (all subgroups, SWD)
- Collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- Collaborated with classroom teachers planning Tier 1 and Tier 2 instruction
- Vice Principal Worked directly with parents and ELAC.
- Working with teachers to Reclassify dual identified English Language Learners and Students with Disabilities.
- Provide support for Students with Disabilities with accessing grade level content

Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for Students with Disabilities.  
 Provided direct instruction to Students with Disabilities.  
 Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Oak Park has allocated funds for a Vice Principal (VP) and a Resource Teacher (RT).

#### - Vice Principal and Resource Teacher:

- Will continue to support students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 1 instruction.
- Will continue to support struggling students by working with classroom teachers in their Professional Learning Communities (PLC) with Data analysis and planning for Tier 2 interventions
- Will continue to build teacher effectiveness by facilitating and/or planning professional development to all grade-levels on effective instructional practices, new curriculum adoption
- Will continue to provide Tier 2 intervention to identified struggling readers (all subgroups, SWD)
- Will continue to collaborated with classroom teachers in their Professional Learning Communities (PLC) to analyze ELPAC results
- Will continue to collaborated with classroom teachers planning Tier 1 and Tier 2 instruction
- VP will continue to work directly with parents and ELAC.
- VP will continue to work with teachers to Reclassify dual identified English Language Learners and Student with Disabilities
- Will continue to provide direct support for Students with Disabilities in accessing grade level content;
- Will continue to collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for Students with Disabilities in ELA, Math and other content areas
- Will continue to provided direct instruction to Students with Disabilities.
- Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons, analyze student work/data and improve instructional strategies.

### \*Changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

#### - The VP/RT:

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students, s
- Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's,
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.
- Visiting teachers will be used to released classroom teachers for professional learning communities (PLCs) and the School Improvement Team.

#### - Major Changes: Funds have been allocated for the implementation of the following programs:

- "Second Steps and Mending Matters" - provide socioemotional support, Mental Health referrals, and establish a positive school culture.
- "Leader in Me" - provide a positive school culture.
- Scholastic Reading Pro - Digital Leveled Library to Celebrate reading, Track reading habits at home, provide reading resources at the ZPD.
- Scholastic Rise - Systematic Tier 2 intervention program to be used school wide.
- Designated ELD - to be used school wide, monitor student progress in English and Math, provide interventions, provide lessons in areas of need.
- Participation in the "High-Reliability schools Training" - School leadership team will participate in training to develop capacity in data analysis and strengthening instructional program.

At Oak Park, we understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been disproportionately put in Special Education, high rates of suspension and not given the opportunities to take higher level classes, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, and social and emotional well being in order to improve their experiences. There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

### \*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase percentage of students meeting/exceeding on CAASPP ELA	14%	20%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase percentage of students	16%	25%	Other (Describe in Objective)	Annually



## Oak Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

		meeting/exceeding on CAASPP Math				
June 2021	3-5	Increase percentage of students meeting/exceeding on FAST Math	14%	21%	Other (Describe in Objective)	Annually
June 2021	3-5	Increase percentage of students meeting/exceeding on FAST ELA	12%	18%	Other (Describe in Objective)	Annually

**\*Identified Need**

14% of students with disabilities met or exceeded standard in ELA on CAASPP.  
16% of students with disabilities met or exceeded standard in Math on CAASPP.

**\*Online Learning Implications**

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers and Para educators.
- All staff will be working as a team to support all students to accelerate their learning.

**\*Annual Measurable Outcomes**

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase percentage of students meeting/exceeding on CAASPP ELA	9%	20%	Other (Describe in Objective)	Annually
June 2021	4	Students with Disabilities	Increase percentage of students meeting/exceeding on CAASPP ELA	0%	10%	Other (Describe in Objective)	Annually

## Oak Park Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	5	Students with Disabilities	Increase percentage of students meeting/exceeding on CAASPP ELA	29%	40%	Other (Describe in Objective)	Annually
June 2021	3-5	Students with Disabilities	Meeting their academic IEP goals as measured by IEP progress reports.	Baseline	80%	Progress Reports on IEP Goals	Annually

### Strategy/Activity 1

**\*Students to be served by this Strategy/Activity**

Visiting teachers are essential to release Education Specialists from duties to participate in professional development/PLC with classroom teachers and engage in the following;

- Data Analysis (ELA/MATH, ELPAC)
- Improve instructional practices (dELD, iELD)
- Lesson design
- Lesson studies
- Cross classroom visits. All classroom teachers and Education Specialists will have opportunities to participate in lesson studies with the resource teacher as a coach during the upcoming school year.
- Implementation of new School-wide programs (Benchmark Advanced - ELD)

Teacher will collaborate and plan with Education Specialist during PLC; monitoring student progress, strengthening Tier 1 instruction, making Tier 1 instruction accessible to students with disabilities, and sharing instructional strategies for students with disabilities.

Release time for Para-educators to participate in professional development facilitated by Education Specialist.

Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities.

**\*Strategy/Activity - Description**

Para educators that provide direct support to students with disabilities will attend monthly professional development with certificated staff. Para educators will attend professional development (specifically related to special education) that will be facilitated by an Education Specialist throughout the school year.

Para educators will provide before/after school interventions to 'at risk' students with disabilities.

**\*Additional Supports for this Strategy/Activity**

Education Specialists will co-plan with teachers during PLC time in the effort to calibrate and align instruction with the expectations of the California Core State Standards and the students' Individualized Educational Program. During the PLCs, the Education Specialist will analyze data informing the differentiated instructional support.

Education Specialist and principal will encourage paraprofessionals to attend district provided trainings.

Para educators will meet with principal a minimum of four times a year. Agenda will include both operational and instructional items to strengthen their practice.

At the beginning of the year, the principal and Ed Specialists met with all teachers that have students with disabilities on their rosters for an 'IEP Dive' (highlighting goal, reviewing accommodations/modifications, BIP, etc.).

Student progress will be monitored at the end of each reporting period by analyzing their DRA/F&P reading levels.

## Goal 6 - Supporting Black Youth

### Call to Action Belief Statement

Developing antiracist and restorative school communities.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### \*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	African American	Chronic Absenteeism	14%	10%	Grades	Annual
June 2021	3-5	African American	Increase students meeting/exceeding standards	38%	45%	Grades	Annual

### \*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Oak Park's selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Oak Park Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Oak Park Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Oak Park Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Oak Park Elementary will develop and implement a site-specific system for tracking school police detainment.
6. The staff diversity goal at Oak Park Elementary is to maintain or increase the percentage of diverse educators from current year to the following year. Oak Park is a "No Place for Hate School" and looks forward to working with the Youth Advocacy Department to provide Professional Development support.

**\*Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

At Oak Park, we understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been disproportionately put in Special Education, high rates of suspension and not given the opportunities to take higher level classes, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, and social and emotional wellbeing in order to improve their experiences. There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

**\*Online Learning Implications**

- Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.
- Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level

**Strategy/Activity 1**

**\*Students to be served by this Strategy/Activity**

All students at the school will benefit from this strategy/activity in the area of Suspension Rate, including the following subgroups: Students With Disabilities, Language Learners, **African American** Students, Hispanic Students, and Students Identified as Homeless, and students who are considered Socioeconomically Disadvantaged.

Note: Over 85% of Oak Park students are considered socioeconomically disadvantaged. This group is addressed in the goal for all students. Strategy/activity in the area of Suspensions, including the following subgroups: **African American** students.

**\*Strategy/Activity - Description**

**Suspension Rate:**

The Vice Principal and Resource Teacher will work collaboratively with students, parents, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease Suspension Rates. Vice Principal, Resource Teacher and Counselor will collaborate with outside agency "Second Steps and Mending Matters," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Oak Park. This will allow students to maximize their learning time and academic progress in class. Vice

Principal, Resource Teacher and Counselor will collaborate with outside agency "Leader in Me," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Oak Park. This will allow students to maximize their learning time and academic progress in class.

- The Vice Principal and Resource Teacher will support to reduce Suspension Rates by:
- Collaborate with school counselor.
- They conduct home visits to ensure families receive the supports they need.
- Active member of the PBIS team and/or other subcommittees as needed to support the positive school culture.
- Vice Principal will conduct small group work on: positive play; positive problem solving; conflict resolution'
- They will support classroom with Restorative Practices through Community Circles and Restorative Circles when harm occurs
- They will connect families and students to needed resources such as Mental Health, Social-emotional and Behavioral Therapy, Parenting Classes

**\*Additional Supports for this Strategy/Activity****The VP/RT:**

- Will continue to support and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for A.A. students
- Will continue to support the implementation of a Tier 2 intervention programs for our A.A students that are identified as being "at risk" of not meeting grade level standard in ELA and Math.
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- Will continue to facilitate professional development in all grade levels.

## Goal 7 - Family Engagement

### Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

### District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In order for parents to be involved, parents often request childcare support. This allows our parents to receive training so they can directly support their children at home and at school.

2020-21 Goal:

By June 2021, 100% (approx. 550 families) will receive information regarding academic and citizenship progress of their children.

- 100% of parents received progress reports twice this year
- More than 90% attended face to face conferences
- Oak Park will have an active SSC, SGT, ELAC
- All communication is provided in both English , Spanish, Vietnamese, Somali, and Swahili.

According to the 2019 California School Parent Survey (CSPS), the average parent involvement rate is at 43.5%.

#### \*Major Differences

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

None



**\*Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Childcare was provided for parent training and meetings. However, the number of parents who attended training/meetings and utilized this support was minimal.

**2020-21 Goal:**

- By June 2021, 100% (approx. 550 families) will receive information regarding academic and citizenship progress of their children.
- Oak Park will continue with the goal of "100% of parents received progress reports twice this year"
- Oak Park will continue with the goals of "More than 90% attended face to face conferences"
- Oak Park will continue with the goal of "will have an active SSC, SGT, ELAC."
- Oak Park will continue with the goal of "All communication is provided in both English and Spanish."
- According to the 2018 California School Parent Survey (CSPS), the average parent involvement rate is at 43.5%

**Major Changes:**

- Vice Principal, Resource Teacher and Counselor will collaborate with outside agency "Mending Matters," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Oak Park.
- Vice Principal, Resource Teacher and Counselor will collaborate with outside agency "Leader in Me," to plan and implement systematic Social Emotional, Mental Health, and positive school culture program at Oak Park.

At Oak Park, understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been disproportionately put in Special Education, high rates of suspension and not given the opportunities to take higher level classes, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, and social and emotional wellbeing in order to improve their experiences. There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

**\*Goal 7- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	SSC	Increase the percentage of parents who believe the school seeks their input	35%	50%	CAL - SCHLS (CSPS)

**\*Identified Need**

Based on the California Dashboard, there are inequities in the areas of chronic absenteeism and suspension rates for some sub-groups (both areas are red). The school community has put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The office staff will work collaboratively and closely with the Principal, Vice Principal, School Counselor, Teachers, and certificated staff to monitor attendance and social emotional needs. There will be consistent weekly home visits and communication with families to ensure that students are in school. In addition, the goal is to increase parent engagement and strengthen the school-home relationships with families. There will be an on-site school counselor (5 days a week) to support students with social and emotional needs. Students will have a venue to practice and apply coping and executive functioning skills. In addition, the counselor will work directly with staff and families to provide professional development and parent trainings that include strategies on how to support students in class and at home. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement Second Steps and PBIS school wide to cultivate a positive school culture.

According to the 2019 California School Parent Survey (CSPS), the school would benefit from having a plan for increased engagement. The following are areas we plan to focus on:

- School allows input and welcomes parents' contributions
- School encourages me to be an active partner with the school in educating my child
- School actively seeks the input of parents before making important decisions
- School staff take parent concerns seriously

**\*Online Learning Implications**

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-  
District is also supplying families with training on SEL, Wellness, Health and Safety.

- These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations.

- These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

- This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers  
Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	PTA	Increase the percentage of parents who feel the school allows input and welcomes parents on campus	55%	75%	Other - Describe in Objective

**Strategy/Activity 1**

**\*Families to be served by this Strategy/Activity**

All families will benefit from this strategy.

**\*Strategy/Activity - Description**

Through our partnerships with "Second Steps, Leader in Me and Mending Matters" and Family Engagement Department, we will offer numerous opportunities for parents to attend family workshops throughout the year:

- Early Childhood Behavior
- Positive Parenting workshop
- Workshops covering family needs such as:
- Medi-Cal,
- Covered California 101 - How to access and utilize benefits
- Community Resources 101 - Housing, food, social support and other socioeconomic assistance

Increase Parent participation in school committees and volunteer opportunities:

- SSC
- ELAC
- SGT
- Volunteers

Provide childcare for parent training/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.

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To increase parent input on decisions, I will conduct mini-surveys before morning opening, during family events and activities, parent conferences, Back to School Night, Open House, Family Reading Night and other opportunities as they become available. I will utilize multiple avenues to communicate the results of the mini surveys. I will also include information about SSC and appropriate SGT decisions in my school-to-home communication to increase transparency and to make the information public.

### Family Communication

To continue to keep our families informed about decisions and school happenings, we will utilize the following:

- Weekly Oak Park Reminders (half sheet containing the following week's calendar and informational items on the reverse)
- Tempo Tiger's Newsletter, weekly e-blast
- Daily Morning Opening
- Automated phone calls/emails (School Messenger)
- School Website, including a Calendar of events and activities
- Marquee
- Principal's Message(s) via the Oak Park website
- Peach Jar/Class Dojo (electronic flyers)

### **\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N022324	Inservice supplies		\$1,560.00	\$1,560.00	0223-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies and materials for parent events/meetings; in-service materials.
N022362	Supplies		\$500.00	\$500.00	0223-30103-00-4301-2495-1110-01000-0000	Title I Parent Involvement	[no data]		Supplies and materials for parent meetings and parent involvement events/workshops.
N0223BR	Postage Expense		\$200.00	\$200.00	0223-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage for mailing student records, instructional supplies, progress reports, and IEP assessment plans/documents to parents or county agencies.
N0223C9	Conference Local		\$350.00	\$350.00	0223-30103-00-5209-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Educational conferences for parents to attend (e.g., AAAE, Title I conference, NCUST conference).
N0223CA	Interprogram Svcs/Paper		\$200.00	\$200.00	0223-30103-00-5733-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Copy paper and materials to print flyers about school events, important info, and for parent notifications.
N0223CE	Other Support Prsnl PARAS Hrly		\$200.00	\$265.58	0223-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Support for students during parent workshop meetings and training.

## Goal 8- Graduation/Promotion Rate

### Call to Action Belief Statement

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.

### District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

### Annual Review of This Goal: SPSA Reviewed 2019-20

#### \*Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Resources were allocated to fund the following: Vice Principal (VP) to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions; Provide support for English Learners in acquiring English and accessing grade level content; Collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; Support professional development and work directly with parents and ELAC. In-School Resource Teacher (RT) to support classroom teachers with tier 1 instruction and supports struggling students with tier 2 interventions. Collaboration includes support in academics, social/emotional, assessments, direct instruction to potential at risk LTELs. RT to help facilitate professional development in all grade levels. Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.

Third and Fifth Grade Data Analysis: Percentage of Students Meeting/Exceeding Expectation at the end of the 2019-20 School Year

Grade Level / DRA/F&P / SBA, ELA /

Third Grade / 83% ( 73 students) / 55% (46 students) /

Fifth Grade / 75% (63 students) / 51 (43 students) /

27 more third graders met/exceeded end of the year expectations according to the DRA results as compared to the SBA. In fifth grade, 20 more students met/exceeded end of the year expectations according to the DRA results as compared to the SBA. Third graders out performed fifth graders. Professional learning during the 2020-21 school year will continue to support ELA to accelerate student progress.

**\*Major Differences**

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Oak Park allocated funds for a Vice Principal (VP) and a Resource Teacher (RT). The VP/RT will supported and collaborated with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students, support and implement Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's, and support and implement professional development for staff to strengthen instructional practice. VP will facilitate professional development in all grade levels and worked directly with parents and ELAC. Also, Visiting teachers released classroom teachers for professional learning communities (PLCs) and the School Improvement Team. This release time is essential for teachers to be able to analyze student data, find learning gaps, and make informed decisions about Tier 1 instruction, Tier 2 interventions, and monitoring student progress.

**\*Changes**

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Oak Park used monthly DRA Levels (Fontas/Pinnell) and FAST Assessment (aReading) for student monitoring in ELA. Oak Park used envision Unit Test and Fast (aMath) for student monitoring in Math.

- Professional Learning Communities met once Monthly (full day) collaboration for:
- Common formative assessments
- Data analysis
- Response to Instruction
- Lesson planning
- Student monitoring

- Create SMART goals to monitor achievement. and plan for instruction and intervention

During weekly PLC time teachers met to monitor, evaluate, and adjust curriculum to ensure that students are meeting CCSS.

Monitoring of DRA levels occurred each month

DRA/Fountas and Pinnell levels will be analyzed during the first reporting period. Students not meeting expectation will be closely monitored to ensure progress.

At Oak Park, we understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been disproportionately put in Special Education, high rates of suspension and not given the opportunities to take higher level classes, we are going to take steps in this next school year to monitor these students in regards to their academic

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achievement, attendance, and social and emotional well being in order to improve their experiences. There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

### \*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students will meet expectation on DRA	83%	90%	Grade 3 ELA Reading	Annually
June 2021	5	Students will exceed expectation by the end of the year F & P	75%	82%	Grade 5 ELA Reading	Annually

### \*Identified Need

To support underperforming students we will continue to support student progress in ELA in a variety of ways including teachers' professional learning. During professional learning, we will focus on lessons that are aligned with standards, integrating grade level inquiries, strengthening Tier 1 instruction and Tier 2 interventions. To support ELA, professional learning will include: (1) Correcting mismatches between learner and classroom demands; and (2) Reading comprehension. Teachers will work in collaboration with the Ed Specialists during PLCs and Grade Level Inquiries. Grade Level Inquiry work will include supporting students with disabilities.

### \*Online Learning Implications

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

### \*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Students will meet/exceed SBA ELA standards-DRA	9%	20%	Grade 3 ELA Reading	Annually
June 2021	5	Students with Disabilities	Students will meet/exceed ELA standards-DRA	29%	40%	Grade 5 ELA Reading	Annually



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June 2021	3	English Learner	Students will meet/exceed ELA standards-DRA	45%	50%	Grade 3 ELA Reading	Annually
June 2021	5	English Learner	Students will meet/exceed ELA standards-DRA	51%	55%	Grade 5 ELA Reading	Annually
June 2021	3	Black or African American	Students will meet/exceed ELA standards-DRA	57%	62%	Grade 3 ELA Reading	Annually
June 2021	5	Black or African American	Students will meet/exceed ELA standards-DRA	53%	58%	Grade 5 ELA Reading	Annually

### Strategy/Activity 1

#### \*Students to be served by this Strategy/Activity

#### The VP/RT:

- Will continue to support and collaborate with teachers to strengthen Tier 1 instruction and impact teacher effectiveness with providing more differentiated and supports for students
- Will continue to support the implementation of a Tier 2 intervention programs for our struggling readers and students "at risk" of becoming LTEL's
- Will continue to provide direct interventions to struggling readers and students "at risk" of becoming LTEL's,
- Will continue to support and implement professional development for staff to strengthen instructional practice.
- VP will continue to facilitate professional development in all grade levels and worked directly with parents and ELAC.

#### \*Strategy/Activity - Description

Professional learning will be supported by only one round of PLCs per teacher due to limited funds. Visiting teachers are funded so that teachers have a full day to meet in their PLCs. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries. Both PLC and Grade Level Inquiry work will include supporting all readers with an emphases on supporting students with disabilities to ensure their progress. Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials and classroom books to support ELA.

**\*Additional Supports for this Strategy/Activity**

Continue to allocate funds to purchase instructional supplies. Preparation of instructional supplies is a critical part of teaching and learning in order to maximize instructional time, help close the achievement gap and provide for quality professional development.

Funding has been allocated to purchase license and fees for software and/or online reading resources to increase content-area knowledge, just right books, and inspire a love of learning.

- Learning Upgrade and possible RAZKIDS licensing -Grade level appropriate instructional materials that enhance necessary skills for effective reading instruction

- Scholastic News to support student learning in literacy.

- Scholastic Reading Pro - Digital Leveled Library

Funding has been allocated to purchase Intervention and Student monitoring resources.

- FAST Reading and Math Assessments - Diagnostic, formative, summative assessment system. Individualized interventions and lessons.

- Scholastic Rise - Systematic interventions.

The PTA funds Raz-Kids via teacher mini-grants to support ELA.

## School Leadership Actions

### Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

### Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

This SPSA was created using the current data and a root cause analysis. The following priorities, strategies and leadership actions will be implemented school wide at Bay Park to meet or exceed the SPSA goals. The implementation of the priorities and strategies outlined in the SPSA will be monitored by the site principal and the SSC. The principal will work with all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following is in place:

- A guaranteed and viable curriculum in every classroom.
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All teachers are able to articulate student learning needs and can recognize if instruction is impacting learning.

### Monitoring Student Learning and Providing Support

The site administrator and all teachers will take responsibility in monitoring student learning and providing appropriate support.

- Develop and fine tune a comprehensive assessment system.
- Monitor student reading levels during reporting periods.
- Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs and Grade Level Inquiries) in designing effective lessons and targeted interventions based on student needs.
- Ensure that reteach and reassessment opportunities are provided to students.
- Ensure that all students have access to rigorous and standards based lessons.

### Targeted Professional Learning and Implementation

The site administrator will focus on creating a collaborative risk-taking environment for teachers and students. Through their work, the ILT will continue to support students as well as build teacher leaders.

The site administrator will:

- Use data from classroom observations and common assessments to inform professional learning opportunities.
- Identify teacher's instructional strengths and areas to grow to develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- Maintain the school's focus, common pedagogy, professional learning, and teacher collaboration across the campus.
- Promote positive and productive relationships with staff, students, parents and community.
- Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work.
- Value mutual respect, multiple cultural perspectives, and experiences.
- View work through an appreciative lens and focus on what is working at the school.
- Develop and maintain clear systems to organize and maximize resources and operations.
- Establish clear lines of communication.
- Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.
- Cultivate positive relationships with parents and community.
- Implement systems and structures that engage, teach, and support parents/community.
- Have clear and open communication with parents/community.
- Help parents understand their child's learning successes and needs.
- Provide resources to support parents.
- Strengthen and fine-tune current instructional practices.
- Provide professional learning focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture).
- Ensure learning goals and targets are aligned with Critical Concepts/Common Core Standards & based on student data.
- Reflect on our work as educators and equity for all students.
- Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

**Monitoring Instructional Content, Pedagogy and Student Engagement:** The site administrator will work alongside all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following are in place at the school:

- 1) A guaranteed and viable curriculum in every classroom.
- 2) All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- 3) Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- 4) Daily classroom observations are conducted in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- 5) All staff knows students' learning needs and can recognize if instruction is impacting learning.

**Monitoring Student Learning and Providing Support:** The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support:

- 1) Develop and fine-tune a comprehensive assessment system.
- 2) Implement three- to six-week data cycles in an effort to closely monitor student mastery of standards throughout the year.
- 3) Administer common formative and summative assessments and utilize the data to lead teacher teams (PLCs) in designing effective lessons and targeted interventions based on student needs.
- 4) Ensure that reteach and reassessment opportunities are provided to students.
- 5) Ensure that all students have access to rigorous and standards based lessons.

**Targeted Professional Learning and Implementation:** The site administrator along with the school leadership team will continue to focus on creating a collaborative risk-taking environment for teachers and students; and leads an instructional leadership team and aligns systems and structures for cultivating teacher leadership. The site administrator will ensure the following takes place at the school:

- 1) Data from classroom observations and common assessments will be used to inform professional learning opportunities.
- 2) Identify teacher's practices and develop multiple and differentiated professional learning opportunities grounded in current research and based on students' needs.
- 3) The school's focus, common pedagogy, professional learning, and teacher collaboration is evident in all classrooms.

**Interpersonal Skills:** 1) Model positive and productive relationships with staff, students, parents and community. 2) Create a safe, supportive, and collaborative school culture where all staff feels supported and can have honest and trusting conversations about the work. 3) Value mutual respect, multiple cultural perspectives, and experiences. -Views work through an appreciative lens and focus on what is working at the school.

**Organizational Leadership:** 1) Develop and maintain clear systems to organize and maximize resources and operations. 2) Establish clear lines of communication. 3) Cultivate staff leadership to allow time for the site administrator to focus on student learning in the classrooms.

**Parents/ Community:** 1) Cultivate positive relationships with parents and community. 2) Implement systems and structures that engage, teach, support parents/community. 3) Have clear and open communication with parents/community. 4) Help parents understand their child's learning successes and needs. 5) Provide resources to support parents.

**Leading for Second Order Change:** 1) Strengthen and fine-tune current instructional practices. 2) Study our instructional practices publicly (within grade levels and vertical alignment). Participate in lesson studies. 3) Professional Development focused on Tier 1 Instruction, Data Analysis, Instructional Practices, Balanced Literacy, Attendance and Social Emotional learning (safe, supportive, and collaborative school culture). 4) Ensure all learning goals and targets are aligned with Critical Concepts/Common Core Standards, Benchmark Advanced & based on student data. 5) Reflect on our work as educators and equity for ALL STUDENTS. 6) Promoting positive change: Be comfortable with Being Uncomfortable 7) Provide opportunities for honest reflection that will lead to positive learning outcomes for both students and staff.

**Outcomes: Professional Learning Outcomes:** Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

- 1) Strong knowledge of the standards.
- 2) Deeper understanding of the vertical alignment of critical concepts between grade levels.
- 3) Application of teaching practices that impact student achievement .

**Teaching Outcomes:** Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding, building upon learning from previous year, as evidenced by:

- 1) Daily monitoring of student progress towards a learning goal as well as specific targets.
- 2) Lifting or shifting instruction in the moment based on what students are controlling and approximating
- 3) Team analysis of student work and next steps on a biweekly basis (PLC).

**Planning Outcomes:** Teachers will move from theory to application in regards to acquiring and responding to evidence of student understanding by:

- 1) Starting with student assessment and critical concept (standards) and making decisions around how they will use critical literacy units in a balanced literacy approach.
- 2) Planning learning goals based on critical concepts and breaking them down into smaller targets (kid friendly, replicable, measurable) to meet the goal.

### **Professional Development Plan and Progression of Learning:**

**Progression of Learning:** 1) Vertical alignment of critical concepts. 2) Starting with student assessment and critical concept to make decisions about units using balanced literacy. 3) Designing quality assessment to inform learning goals and setting learning targets based on assessment and critical concepts. 4) PLC/Lesson Study/PD (Ongoing formative assessment - Making decisions about what, who, why). 5) Monitoring/analyzing and responding less only, daily, weekly (common/PLCs). 6) Developing systems for monitoring and reporting.

**Professional Development Goals:** 1) Build Understanding of Vertical Alignment of Standards. 2) Set learning goals and targets (standards). 3) Use qualitative and quantitative data to make instructional decisions (revisit targets).

### **Professional Development Structures:**

**PLC Guiding Questions:** 1) What do we want students to learn (G/V curriculum)? 2) How will we know they have learned it (student monitoring)? 3) What will we do if they do not learn it? 4) What will we do if they do learn it?

**PLC Process:** 1) Bring common assessment data. 2) Analyze exit slips (calibrate). 3) Reflect on student progress towards target based on data. 2) Design next common exit slip to monitor student progress.

**PLC Focus:** 1) Instructional Practices/Balanced Literacy. 2) Lift and shift - planning for and responding to evidence of understanding in the moment.

**Process:** 1) Analyze student data as a team. 2) Find gaps in student learning. 3) Set a target for closing the achievement gap. 4) Identify 'actions' that will close the achievement gap (Instructional plan, instructional approach, student monitoring)

### **Focused Observations/ Feedback:**

**Lift and Shift:** 1) What is the learning target? 2) What are students doing in relation to the targets? 3) How are students responding?

**Guiding Questions:** 1) What opportunity was provided in the moment for students to demonstrate understanding? 2) What are students saying about meaning? About strategy work? 3) What was lifted? (meaning? strategy?) 4) What was shifted? (meaning? strategy?) 5) How did the teacher lift/shift (teacher response)? (Voice over, summary, reread with a focus...)

**ON LINE LEARNING:*****- What systems does your site have for pupil outreach and re-engagement?***

- Oak Park has established a connectivity and attendance team to support families stay connected. The team includes Counselor, Vice Principal and Resource Teacher as team leaders, Para-Educators and office staff makes up the teams that reach out to families experiencing difficulties staying connected. The team monitors student attendance and participation, connects with families, and communicates family needs to team leaders and principal for follow-up.

- Oak Park will continue to provide services, engage students in activities, and provide families with school resources and interactions similar to on-site learning. No disruptions to programs. (Done Virtually)

***How are staff being trained to engage students? Relationship building via online learning?***

- Staff will continue to participate in Site-Based and District provide Professional Development with an emphasis in online learning:

- Designated ELD
- Students with Disabilities
- Second Steps - QLI, QPT
- Distance Learning Playbook
- Social Justice
- Restorative Practices
- Social Emotional Learning
- Leader in Me

***How will the school ensure equity and consistency form classroom to classroom when taking attendance in combined settings?***

- Equity and consistency from all classrooms will be monitor by the site administrators and attendance team:

- Establishing clear expectations
- Working towards alignment of expectations
- Monitoring student attendance
- Monitoring student work completions
- Classroom visits and providing feedback
- Teacher monitoring meetings

***Consider how the School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages?)***

- Oak Park will continue to use the communication methods during on-site learning.
- In addition, Oak Park has adopted Class Dojo as the primary school communications platform.
- 96% of families are connected (goal of 100%)



- Communications can be translated to **various languages**; English, Spanish, Vietnamese, Somali, and Swahili.
- Parents have access to classroom teacher communications and School wide communications.
- Families can comment on teacher/school messages
- Families can send private messages to the classroom teacher and site Administrators

***What specific leadership actions will you take to meet SPSA during online learning:***

- Continue to communicate SPSA to all stakeholders (staff, families, students).
- Continue to monitor SPSA goal
- Continue to evaluate School programs for impact (instructional, School culture, Family Engagement, Asterism and Suspension Rate)
- Continue to engage stakeholders in the evaluation of SPSA and elicit modifications.
- Continue to build leadership capacity within stakeholders (staff, students, families).
- Create systems and structures to provide services and support to students and families similar to on-site learning to the best of our abilities.

As a leader, it will be imperative to build capacity in order to implement this plan with all stakeholders. With a switch to online learning, it will be a priority to coordinate all of the supports on site so that it is a team effort to build collective efficacy. In preparation for offering both online and on-site learning during the 2020-2021 school year parents were invited to A Welcome Week hosted for educators, students, and families in which virtual lessons, training, and professional development.

The administrator did student attendance and outreach during the Principal's chats and Class Dojo to ensure parents and students were aware of our return to distance learning and had the necessary equipment and supplies at home. We handled out over 330 take-home bags to support student learning. Students received a district issued device to ensure access to curriculum while in a distance learning format and internet connectivity supported for any SDUSD family that does not have an Internet connection to support online learning. In addition, our Site tech offered appointment base support daily to help parents with software and connection to learning formats.

In Online learning, our students begin each day with a 15 minutes of office hours so parents can reach out to the teacher for support before starting class at 8am and support with understand the schedule for the day and technology support. Teacher also focus on social emotional learning and topics such as anti-bullying, computer etiquette, mindfulness, and wellness.

Teachers were also trained in how to effectively engage parents and their children while online. Teachers reached out to parents daily to ensure they knew the schedule for class and offered office hours for additional support. Many also help parents outside their work hours to ensure they felt confident with the online learning process. Students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

As leader, it will be imperative to build capacity in order to implement this plan with all stakeholders. With a switch to online learning, it will be a priority to coordinate all of the supports on site so that it is a team effort to build collective efficacy.

Our professional development plan is focused on distance learning and Anti-Racist teacher to meet the districts' Call to Action to support Black Youth. Our data shows that as a school site and a district that this focus will support African American students who are disproportionately have high rates of suspension, chronic attendance and are placed in special education at an alarming rate. In order to combat this issue teacher and staff need support in how to change our behaviors so that these children feel welcomed on our campus

At Oak Park, we understand the importance of supporting our African American (Black Youth) and are working in coordination with the district on this initiative. While this student group has historically been disproportionately put in Special Education, high rates of suspension and not given the opportunities to take higher level classes, we are going to take steps in this next school year to monitor these students in regards to their academic achievement, attendance, and social and emotional wellbeing in order to improve their experiences. There is no state data collected for these groups so the Site Equity Team will be establishing site-based metrics that support our work.

## **APPENDICES**

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

**APPENDIX A**

**BUDGET SUMMARY**

# Oak Park ES Budget Summary

## DESCRIPTION

## AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 159,079.35

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 311,983.33

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 72,579.83
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 72,579.83

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 80,324.15
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 80,324.15

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 311,983.33

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Oak Park Elementary	09800 LCFF Intervention Support	Inschool Resource Tct	1109	Pull/Out Push In	0.1000	\$ 9,508.70		
		Inschool Resource Tct	3000			\$ 4,030.32		
		Vice Principal	1309	Vice-Principal	0.4000	\$ 45,458.40		
		Vice Principal	3000			\$ 18,018.80		
			1157	Classroom Teacher Hrly		\$ 245.00		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 817.00		
			2454	Guidance/Attend Asst Hrly		\$ 150.00		
			3000			\$ 285.93		
			4301	Supplies		\$ 300.00		
			4491	Equipment Non Capitalized		\$ 100.00		
			5207	Travel Conference		\$ 500.00		
			5209	Conference Local		\$ 500.00		
			5735	Interprogram Svcs/Field Trip		\$ 410.00		
		<b>09800 LCFF Intervention Support Total</b>					<b>0.5000</b>	<b>\$ 80,324.15</b>
		30100 Title I Basic Program		Inschool Resource Tct	1109	Pull/Out Push In	0.9000	\$ 85,578.30
Inschool Resource Tct	3000					\$ 36,272.87		
Vice Principal	1309			Vice-Principal	0.1500	\$ 17,046.90		
Vice Principal	3000					\$ 6,757.04		
	1192			Prof&Curriclm Dev Vist Tchr		\$ 8,177.00		
	3000					\$ 1,822.66		
	4301			Supplies		\$ 349.00		
<b>30100 Title I Basic Program Total</b>					<b>1.0500</b>	<b>\$ 156,003.77</b>		
30103 Title I Parent Involvement			2281	Other Support Prsnl PARAS Hrly		\$ 200.00		
			3000			\$ 65.58		
			4301	Supplies		\$ 500.00		
			4304	Inservice supplies		\$ 1,560.00		
			5209	Conference Local		\$ 350.00		
			5733	Interprogram Svcs/Paper		\$ 200.00		
	5920	Postage Expense		\$ 200.00				
<b>30103 Title I Parent Involvement Total</b>						<b>\$ 3,075.58</b>		
30106 Title I Supplmnt Prog Imprvmnt		Vice Principal	1309	Vice-Principal	0.4500	\$ 51,140.70		
		Vice Principal	3000			\$ 20,271.13		
			4301	Supplies		\$ 1,168.00		
<b>30106 Title I Supplmnt Prog Imprvmnt Total</b>					<b>0.4500</b>	<b>\$ 72,579.83</b>		
<b>Grand Total</b>					<b>2.0000</b>	<b>\$ 311,983.33</b>		

## **APPENDIX B**

### **PARENT & FAMILY ENGAGEMENT 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 PARENT INVOLVEMENT POLICY 2020-2021**

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/Chat 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 countywide.

### **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**

### **SCHOOL PARENT 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**

**TITLE I SCHOOL PARENT COMPACT 2020-2021**

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 School Parent Compact is in effect during school years 2018, 2019, and 2020.

**REQUIRED SCHOOL PARENT 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 (each semester and 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 am; after school on M, T, TH, and F from 3:35-3:45 pm; and 12:55-3:45 pm 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, and reward/recognition functions.

Parents are invite 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.
- ✓ 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.

This policy was adopted by Oak Park Elementary and Music Conservatory on October 5, 2020 and will be in effect for the period of October 5, 2020-October 5, 2021; 1 school year from the adoption date. The school will distribute the policy to all parents of students participating in the Title I, Part A Program on, or before October 5, 2020.

Reashon Villery, Principal: *R. Villery*

Date Approved: October 5, 2020

## **APPENDIX D**

### **DATA REPORTS**

Data Reports can be retrieved from:

[https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school)

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

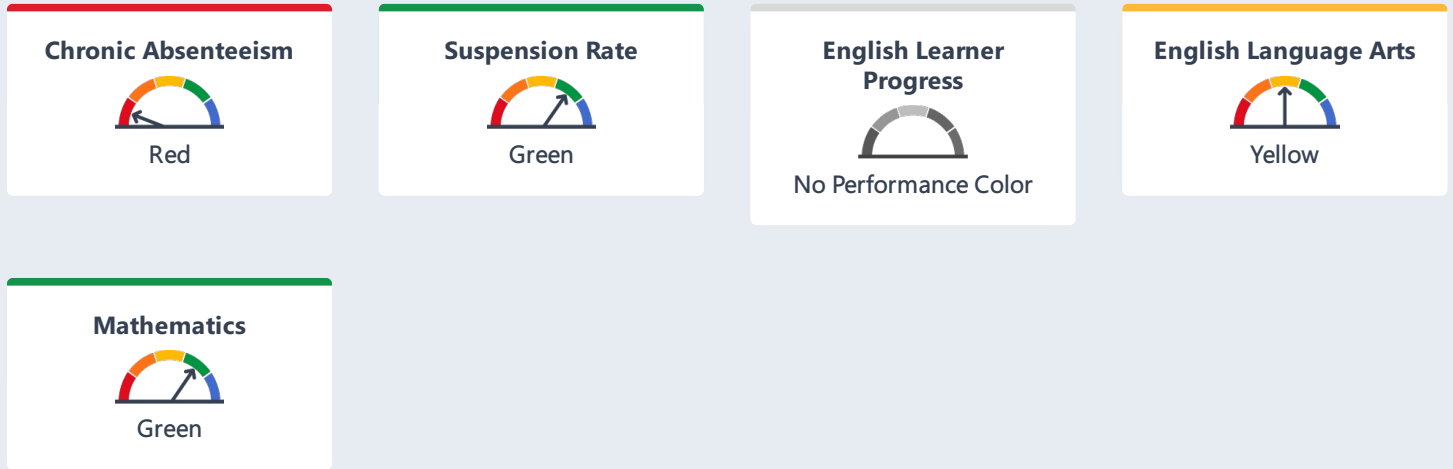
Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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



# Oak Park Elementary

Explore the performance of Oak Park Elementary under California's Accountability System.

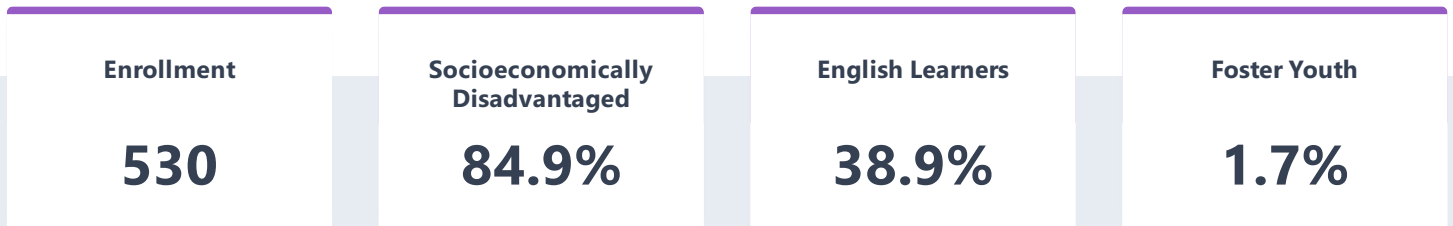


## School Details

<b>NAME</b> Oak Park Elementary	<b>ADDRESS</b> 2606 54th Street San Diego, CA 92105-4999	<b>WEBSITE</b> <a href="http://www.sandi.net/oa...">http://www.sandi.net/oa...</a>	<b>GRADES SERVED</b> K-5
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## Student Population

Explore information about this school's student population.



# Academic Performance

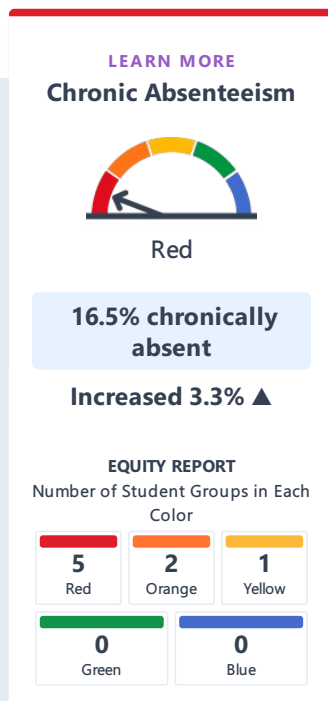
View Student Assessment Results and other aspects of school performance.



## OAK PARK ELEMENTARY

# Academic Engagement

See information that shows how well schools are engaging students in their learning.




# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Green

**2.5% suspended at least once**

**Declined 0.3% ▼**

**EQUITY REPORT**  
Number of Student Groups in Each Color

<b>0</b> Red	<b>3</b> Orange	<b>3</b> Yellow
<b>2</b> Green	<b>0</b> Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Yellow

4.7 points above standard

Maintained 0.2 Points

Number of Students: 241

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

Hispanic

Students with Disabilities



Yellow

African American



Green

English Learners

Socioeconomically Disadvantaged



Blue

Asian



No Performance Color

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White



### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless



No Performance Color

4.9 points above standard

Increased 55.8 Points ▲

Number of Students: 12

### Two or More Races



No Performance Color

5.7 points above standard

Declined 41.5 Points ▼

Number of Students: 18

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Hispanic



Orange

17.8 points below standard

Maintained -1.4 Points

Number of Students: 90

### Students with Disabilities



Orange

100.6 points below standard

Increased 5.4 Points ▲

Number of Students: 42

### African American



Yellow

24.8 points below standard

Increased 12.6 Points ▲

Number of Students: 53

### English Learners



Green

5.9 points above standard

Increased 4.6 Points ▲

Number of Students: 116

### Socioeconomically Disadvantaged



Green

0.6 points above standard

Increased 4.6 Points ▲

Number of Students: 204

### Asian



Blue

48 points above standard

Increased 7 Points ▲

Number of Students: 67

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students 1.5 points above standard

4.4 points above standard

4.7 points above standard

## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
58.7 points below standard	66.3 points above standard	3.7 points below standard
Declined 7.5 Points ▼	Increased 10.7 Points ▲	Declined 6.8 Points ▼
Number of Students: 56	Number of Students: 60	Number of Students: 109

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

**All Students**

  
Green

8.5 points above standard







Increased 3 Points ▲

Number of Students: 241

### Student Group Details

#### All Student Groups by Performance Level

6 Total Student Groups

 Red No Students	 Orange No Students	 Yellow Students with Disabilities
 Green African American English Learners Hispanic Socioeconomically Disadvantaged	 Blue Asian	 No Performance Color Filipino Foster Youth Homeless Two or More Races Pacific Islander

**Filipino**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

**Foster Youth**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Homeless**

No Performance Color

4.5 points above standard

Increased 63.8 Points ▲

Number of Students: 12

**Two or More Races**

No Performance Color

16.2 points above standard

Declined 27.3 Points ▼

Number of Students: 18

**Pacific Islander**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**White**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

**Students with Disabilities**

Yellow

78 points below standard

Increased 23 Points ▲

Number of Students: 42

**African American**

Green

17.4 points below standard

Increased 12.5 Points ▲

Number of Students: 53

**English Learners**

Green

12.1 points above standard

Increased 4.1 Points ▲

Number of Students: 115

**Hispanic**

Green

16.7 points below standard

Increased 3.6 Points ▲

Number of Students: 91

**Socioeconomically Disadvantaged**

Green

5.3 points above standard

Increased 5.7 Points ▲

Number of Students: 204

**Asian**

Blue

52.5 points above standard

Increased 6.1 Points ▲

Number of Students: 66

**Distance From Standard (Mathematics)**

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.



2017

2018

2019

All Students

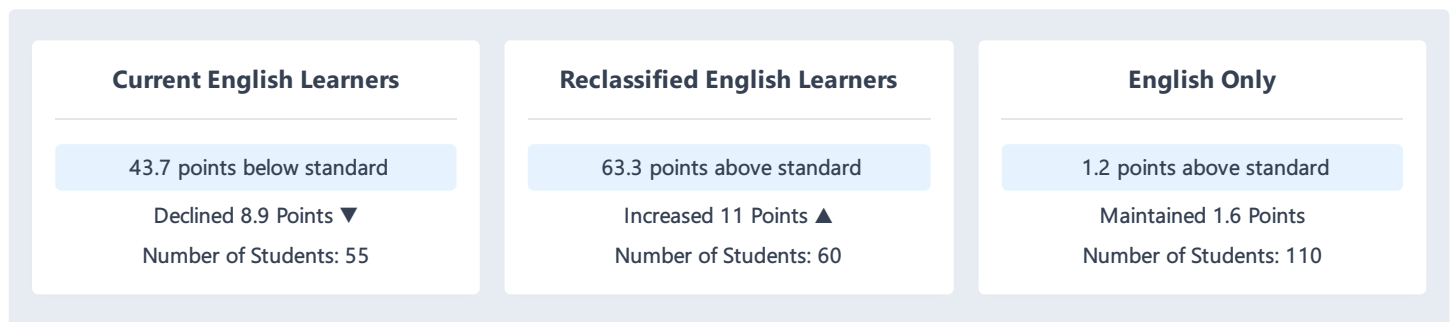
5.2 points above standard

5.5 points above standard

8.5 points above standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

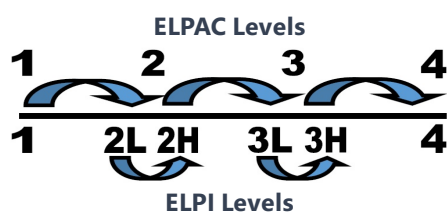


## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

#### English Learner Progress

**59.2% making progress towards English language proficiency**

**Number of EL Students: 125**

**Performance Level  
High**

### Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	8.7%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	32%
ELs who Maintained ELPI Level 4	N/A

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

#### All Students



Red

16.5% chronically absent

Increased 3.3% ▲

Number of Students: 553

### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups



Red

Asian

Students with Disabilities

English Learners

Hispanic

Homeless



Orange

African American

Socioeconomically Disadvantaged



Yellow

Two or More Races



Green

No Students



Blue

No Students



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

White



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### White



No Performance Color

19% chronically absent

Increased 7.3% ▲

Number of Students: 21

### Asian



Red

10.1% chronically absent

Increased 3.4% ▲

Number of Students: 158

### Students with Disabilities



Red

22% chronically absent

Increased 5.1% ▲

Number of Students: 82

### English Learners



Red

16.3% chronically absent

Increased 4.1% ▲

Number of Students: 221

### Hispanic



Red

24.7% chronically absent

Increased 5.6% ▲

Number of Students: 190

### Homeless



Red

22.2% chronically absent

Increased 4.7% ▲

Number of Students: 36

### African American



Orange

14% chronically absent

Increased 2.1% ▲

Number of Students: 136

### Socioeconomically Disadvantaged



Orange

17% chronically absent

Increased 2.2% ▲

Number of Students: 471

### Two or More Races



Yellow

10.5% chronically absent

Declined 6.1% ▼

Number of Students: 38

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

#### All Students



Green

2.5% suspended at least once

Declined 0.3% ▼

Number of Students: 562

### Student Group Details

#### All Student Groups by Performance Level

8 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Homeless



Yellow

African American

Two or More Races

Students with Disabilities



Green

Asian

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

White



### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### White



No Performance Color

4.8% suspended at least once

Increased 4.8% ▲

Number of Students: 21

### English Learners



Orange

2.7% suspended at least once

Increased 2.2% ▲

Number of Students: 223

### Hispanic



Orange

3.1% suspended at least once

Increased 0.6% ▲

Number of Students: 194

### Homeless



Orange

5.4% suspended at least once

Increased 0.5% ▲

Number of Students: 37

### African American



Yellow

3.6% suspended at least once

Declined 2.2% ▼

Number of Students: 139

### Two or More Races



Yellow

2.5% suspended at least once

Maintained 0.2%

Number of Students: 40

### Students with Disabilities



Yellow

5.9% suspended at least once

Declined 0.9% ▼

Number of Students: 85

### Asian



Green

0.6% suspended at least once

Maintained 0%

Number of Students: 158

### Socioeconomically Disadvantaged



Green

2.5% suspended at least once

Declined 0.5% ▼

Number of Students: 475



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	252	44.4	252	49.6	236	53.4	250	54.0	246	53.3	8.9	-0.7	256	40.6	252	43.7	236	51.7	250	51.6	249	55.4	14.8	3.8
Female	133	45.9	127	55.9	110	61.8	117	59.8	128	59.4	13.5	-0.4	133	37.6	127	40.9	110	57.3	117	55.6	129	58.9	21.3	3.3
Male	119	42.9	125	43.2	126	46.0	133	48.9	118	46.6	3.7	-2.3	123	43.9	125	46.4	126	46.8	133	48.1	120	51.7	7.8	3.6
African American	67	26.9	70	37.1	51	49.0	56	39.3	58	37.9	11.0	-1.4	67	16.4	70	30.0	51	39.2	56	37.5	59	42.4	26.0	4.9
Asian**	0	-	0	-	1	-	1	-	65	72.3	-	-	0	-	0	-	1	-	1	-	67	73.1	-	-
Filipino	2	-	1	-	2	-	2	-	3	-	-	-	2	-	1	-	2	-	2	-	3	-	-	-
Hispanic	88	37.5	87	40.2	90	38.9	96	45.8	93	45.2	7.7	-0.6	90	37.8	87	32.2	90	38.9	96	39.6	93	45.2	7.4	5.6
Indochinese**	72	61.1	70	62.9	64	71.9	67	70.1	-	-	-	-	74	60.8	70	65.7	64	71.9	67	70.1	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	3	-	2	-	2	-	1	-	1	-	-	-	3	-	2	-	2	-	1	-	1	-	-	-
White	5	-	7	-	6	-	11	90.9	8	-	-	-	5	-	7	-	6	-	11	81.8	8	-	-	-
Multiracial	15	73.3	15	73.3	20	65.0	16	56.3	18	55.6	-17.7	-0.7	15	60.0	15	53.3	20	65.0	16	68.8	18	55.6	-4.4	-13.2
English Learner	61	18.0	60	16.7	53	11.3	67	23.9	56	23.2	5.2	-0.7	64	32.8	60	25.0	53	13.2	67	29.9	59	32.2	-0.6	2.3
English-Speaking	191	52.9	192	59.9	183	65.6	183	65.0	190	62.1	9.2	-2.9	192	43.2	192	49.5	183	62.8	183	59.6	190	62.6	19.4	3.0
Reclassified†	65	70.8	67	77.6	72	76.4	64	84.4	68	80.9	10.1	-3.5	65	61.5	67	61.2	72	72.2	64	73.4	68	79.4	17.9	6.0
Initially Eng. Speaking	126	43.7	125	50.4	111	58.6	119	54.6	122	51.6	7.9	-3.0	127	33.9	125	43.2	111	56.8	119	52.1	122	53.3	19.4	1.2
Econ. Disadv.*	252	44.4	218	45.4	210	51.0	219	51.1	209	51.2	6.8	0.1	256	40.6	218	41.7	210	50.0	219	49.3	211	53.6	13.0	4.3
Non-Econ. Disadv.	0	-	34	76.5	26	73.1	31	74.2	37	64.9	-	-9.3	0	-	34	55.9	26	65.4	31	67.7	38	65.8	-	-1.9
Gifted	81	75.3	90	82.2	83	81.9	67	86.6	55	85.5	10.2	-1.1	81	76.5	90	73.3	83	79.5	67	85.1	55	83.6	7.1	-1.5
Not Gifted	171	29.8	162	31.5	153	37.9	183	42.1	191	44.0	14.2	1.9	175	24.0	162	27.2	153	36.6	183	39.3	194	47.4	23.4	8.1
With Disabilities	23	8.7	24	16.7	31	19.4	32	15.6	33	12.1	3.4	-3.5	23	8.7	24	8.3	31	9.7	32	18.8	33	15.2	6.5	-3.6
WO Disabilities	229	48.0	228	53.1	205	58.5	218	59.6	213	59.6	11.6	0.0	233	43.8	228	47.4	205	58.0	218	56.4	216	61.6	17.8	5.2
Homeless	6	-	6	-	9	-	14	21.4	13	53.8	-	32.4	6	-	6	-	9	-	14	28.6	14	64.3	-	35.7
Foster	3	-	0	-	0	-	1	-	3	-	-	-	3	-	1	-	0	-	1	-	3	-	-	-
Military	7	-	9	-	3	-	7	-	6	-	-	-	7	-	9	-	3	-	7	-	6	-	-	-

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	79	51.9	85	42.4	74	50.0	83	61.4	83	55.4	3.5	-6.0	81	45.7	85	48.2	74	63.5	83	63.9	84	70.2	24.5	6.3
Female	45	62.2	36	41.7	35	54.3	42	66.7	46	65.2	3.0	-1.5	45	42.2	36	44.4	35	71.4	42	64.3	46	76.1	33.9	11.8
Male	34	38.2	49	42.9	39	46.2	41	56.1	37	43.2	5.0	-12.9	36	50.0	49	51.0	39	56.4	41	63.4	38	63.2	13.2	-0.2
African American	21	19.0	24	37.5	12	41.7	20	45.0	23	34.8	15.8	-10.2	21	9.5	24	41.7	12	50.0	20	45.0	23	56.5	47.0	11.5
Asian**	0	-	0	-	1	-	0	-	21	76.2	-	-	0	-	0	-	1	-	0	-	22	90.9	-	-
Filipino	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
Hispanic	28	53.6	30	26.7	27	40.7	33	48.5	29	55.2	1.6	6.7	29	44.8	30	30.0	27	51.9	33	51.5	29	69.0	24.2	17.5
Indochinese**	21	66.7	22	54.5	19	57.9	21	81.0	-	-	-	-	22	72.7	22	68.2	19	73.7	21	85.7	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	1	-	1	-	-	-	2	-	0	-	0	-	1	-	1	-	-	-
White	2	-	3	-	4	-	6	-	1	-	-	-	2	-	3	-	4	-	6	-	1	-	-	-
Multiracial	5	-	5	-	10	70.0	2	-	8	-	-	-	5	-	5	-	10	90.0	2	-	8	-	-	-
English Learner	28	35.7	34	14.7	20	15.0	25	48.0	12	16.7	-19.0	-31.3	29	44.8	34	29.4	20	30.0	25	56.0	13	53.8	9.0	-2.2
English-Speaking	51	60.8	51	60.8	54	63.0	58	67.2	71	62.0	1.2	-5.2	52	46.2	51	60.8	54	75.9	58	67.2	71	73.2	27.0	6.0
Reclassified†	11	100.0	9	-	15	80.0	15	93.3	24	83.3	-16.7	-10.0	11	81.8	9	-	15	93.3	15	93.3	24	95.8	14.0	2.5
Initially Eng. Speaking	40	50.0	42	54.8	39	56.4	43	58.1	47	51.1	1.1	-7.0	41	36.6	42	59.5	39	69.2	43	58.1	47	61.7	25.1	3.6
Econ. Disadv.*	79	51.9	76	38.2	67	47.8	73	57.5	70	50.0	-1.9	-7.5	81	45.7	76	44.7	67	61.2	73	61.6	70	70.0	24.3	8.4
Non-Econ. Disadv.	0	-	9	-	7	-	10	90.0	13	84.6	-	-5.4	0	-	9	-	7	-	10	80.0	14	71.4	-	-8.6
Gifted	29	82.8	30	70.0	25	76.0	19	84.2	10	90.0	7.2	5.8	29	75.9	30	80.0	25	88.0	19	94.7	10	90.0	14.1	-4.7
Not Gifted	50	34.0	55	27.3	49	36.7	64	54.7	73	50.7	16.7	-4.0	52	28.8	55	30.9	49	51.0	64	54.7	74	67.6	38.8	12.9
With Disabilities	7	-	9	-	8	-	9	-	10	10.0	-	-	7	-	9	-	8	-	9	-	10	10.0	-	-
WO Disabilities	72	55.6	76	43.4	66	53.0	74	68.9	73	61.6	6.0	-7.3	74	50.0	76	51.3	66	68.2	74	70.3	74	78.4	28.4	8.1
Homeless	1	-	6	-	3	-	5	-	3	-	-	-	1	-	2	-	3	-	5	-	3	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	1	-	3	-	3	-	-	-	1	-	1	-	1	-	3	-	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.  
 \*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.





**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	92	43.5	76	44.7	85	45.9	85	47.1	78	53.8	10.3	6.7	94	45.7	76	35.5	85	43.5	85	38.8	79	53.2	7.5	14.4
Female	50	42.0	42	54.8	36	52.8	39	56.4	43	58.1	16.1	1.7	50	44.0	42	40.5	36	47.2	39	46.2	44	52.3	8.3	6.1
Male	42	45.2	34	32.4	49	40.8	46	39.1	35	48.6	3.4	9.5	44	47.7	34	29.4	49	40.8	46	32.6	35	54.3	6.6	21.7
African American	26	30.8	20	30.0	21	47.6	15	33.3	19	42.1	11.3	8.8	26	23.1	20	20.0	21	38.1	15	20.0	20	40.0	16.9	20.0
Asian**	0	-	0	-	0	-	1	-	20	85.0	-	-	0	-	0	-	0	-	1	-	20	85.0	-	-
Filipino	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Hispanic	31	35.5	26	30.8	35	25.7	31	41.9	32	34.4	-1.1	-7.5	32	40.6	26	26.9	35	25.7	31	32.3	32	34.4	-6.2	2.1
Indochinese**	28	57.1	22	63.6	23	73.9	23	60.9	-	-	-	-	29	65.5	22	63.6	23	69.6	23	43.5	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	2	-	0	-	0	-	0	-	-	-	0	-	2	-	0	-	0	-	0	-	-	-
White	2	-	1	-	1	-	3	-	4	-	-	-	2	-	1	-	1	-	3	-	4	-	-	-
Multiracial	5	-	5	-	4	-	11	45.5	2	-	-	-	5	-	5	-	4	-	11	63.6	2	-	-	-
English Learner	26	3.8	20	20.0	23	13.0	22	9.1	24	37.5	33.7	28.4	28	25.0	20	15.0	23	4.3	22	9.1	25	40.0	15.0	30.9
English-Speaking	66	59.1	56	53.6	62	58.1	63	60.3	54	61.1	2.0	0.8	66	54.5	56	42.9	62	58.1	63	49.2	54	59.3	4.8	10.1
Reclassified†	19	94.7	20	75.0	22	68.2	22	86.4	18	88.9	-5.8	2.5	19	94.7	20	60.0	22	68.2	22	63.6	18	83.3	-11.4	19.7
Initially Eng. Speaking	47	44.7	36	41.7	40	52.5	41	46.3	36	47.2	2.5	0.9	47	38.3	36	33.3	40	52.5	41	41.5	36	47.2	8.9	5.7
Econ. Disadv.*	92	43.5	65	43.1	79	43.0	75	46.7	68	54.4	10.9	7.7	94	45.7	65	36.9	79	43.0	75	37.3	69	52.2	6.5	14.9
Non-Econ. Disadv.	0	-	11	54.5	6	-	10	50.0	10	50.0	-	0.0	0	-	11	27.3	6	-	10	50.0	10	60.0	-	10.0
Gifted	29	79.3	28	82.1	28	75.0	25	84.0	20	90.0	10.7	6.0	29	82.8	28	60.7	28	78.6	25	72.0	20	90.0	7.2	18.0
Not Gifted	63	27.0	48	22.9	57	31.6	60	31.7	58	41.4	14.4	9.7	65	29.2	48	20.8	57	26.3	60	25.0	59	40.7	11.5	15.7
With Disabilities	9	-	24	16.7	13	7.7	13	30.8	11	0.0	-	-30.8	9	-	8	-	13	7.7	13	23.1	11	9.1	-	-14.0
WO Disabilities	83	48.2	68	50.0	72	52.8	72	50.0	67	62.7	14.5	12.7	85	50.6	68	39.7	72	50.0	72	41.7	68	60.3	9.7	18.6
Homeless	4	-	6	-	9	-	5	-	6	-	-	-	4	-	1	-	3	-	5	-	6	-	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	1	-	3	-	2	-	-	-	3	-	3	-	1	-	3	-	2	-	-	-

\* 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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.



**2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	81	38.3	91	60.4	77	64.9	82	53.7	85	50.6	12.3	-3.1	81	29.6	91	46.2	77	49.4	82	52.4	86	43.0	13.4	-9.4
Female	38	31.6	49	67.3	39	76.9	36	55.6	39	53.8	22.2	-1.8	38	23.7	49	38.8	39	53.8	36	55.6	39	46.2	22.5	-9.4
Male	43	44.2	42	52.4	38	52.6	46	52.2	46	47.8	3.6	-4.4	43	34.9	42	54.8	38	44.7	46	50.0	47	40.4	5.5	-9.6
African American	20	30.0	26	42.3	18	55.6	21	38.1	16	37.5	7.5	-0.6	20	15.0	26	26.9	18	33.3	21	42.9	16	25.0	10.0	-17.9
Asian**	0	-	0	-	0	-	0	-	24	58.3	-	-	0	-	0	-	0	-	0	-	25	48.0	-	-
Filipino	2	-	0	-	0	-	1	-	2	-	-	-	2	-	0	-	0	-	1	-	2	-	-	-
Hispanic	29	24.1	31	61.3	28	53.6	32	46.9	32	46.9	22.8	0.0	29	27.6	31	38.7	28	42.9	32	34.4	32	34.4	6.8	0.0
Indochinese**	23	60.9	26	69.2	22	81.8	23	69.6	-	-	-	-	23	43.5	26	65.4	22	72.7	23	82.6	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	2	-	0	-	0	-	-	-	1	-	0	-	2	-	0	-	0	-	-	-
White	1	-	3	-	1	-	2	-	3	-	-	-	1	-	3	-	1	-	2	-	3	-	-	-
Multiracial	5	-	5	-	6	-	3	-	8	-	-	-	5	-	5	-	6	-	3	-	8	-	-	-
English Learner	7	-	6	-	10	0.0	20	10.0	20	10.0	-	0.0	7	-	6	-	10	0.0	20	20.0	21	9.5	-	-10.5
English-Speaking	74	41.9	85	63.5	67	74.6	62	67.7	65	63.1	21.2	-4.6	74	31.1	85	47.1	67	56.7	62	62.9	65	53.8	22.7	-9.1
Reclassified†	35	48.6	38	76.3	35	80.0	27	77.8	26	73.1	24.5	-4.7	35	37.1	38	60.5	35	65.7	27	70.4	26	61.5	24.4	-8.9
Initially Eng. Speaking	39	35.9	47	53.2	32	68.8	35	60.0	39	56.4	20.5	-3.6	39	25.6	47	36.2	32	46.9	35	57.1	39	48.7	23.1	-8.4
Econ. Disadv.*	81	38.3	77	54.5	64	64.1	71	49.3	71	49.3	11.0	0.0	81	29.6	77	42.9	64	46.9	71	49.3	72	38.9	9.3	-10.4
Non-Econ. Disadv.	0	-	14	92.9	13	69.2	11	81.8	14	57.1	-	-24.7	0	-	14	64.3	13	61.5	11	72.7	14	64.3	-	-8.4
Gifted	23	60.9	32	93.8	30	93.3	23	91.3	25	80.0	19.1	-11.3	23	69.6	32	78.1	30	73.3	23	91.3	25	76.0	6.4	-15.3
Not Gifted	58	29.3	59	42.4	47	46.8	59	39.0	60	38.3	9.0	-0.7	58	13.8	59	28.8	47	34.0	59	37.3	61	29.5	15.7	-7.8
With Disabilities	7	-	7	-	10	30.0	10	10.0	12	25.0	-	15.0	7	-	7	-	31	9.7	10	20.0	12	25.0	-	5.0
WO Disabilities	74	40.5	84	64.3	67	70.1	72	59.7	73	54.8	14.3	-4.9	74	29.7	84	50.0	67	56.7	72	56.9	74	45.9	16.2	-11.0
Homeless	1	-	3	-	9	-	4	-	4	-	-	-	1	-	3	-	9	-	4	-	5	-	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	5	-	1	-	1	-	1	-	-	-	3	-	5	-	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.

\*\* Beginning in 2019, Indochinese is included in the Asian ethnic group.

## **APPENDIX E**

### **2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES**

**SCHOOL NAME: OAK PARK ELEMENTARY**

**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To support this goal, the school counselor facilitates:

- Second Step lessons in classrooms
- Lunch Bunch group with the counselor
- Coordinates the student Peace Patrol (students helping their peers solve problems on the playground peacefully)
- Buddy Bench (students sit on the bench when they need a friend to play with or feeling a bit sad; students are trained to help support students who sit on the bench)
- Meets with individual and small groups of students to promote a safe and inclusive environment for all students

Principal, School Counselor, School Attendance Assistant, and School Clerk, meet regularly to review attendance data. Each are assigned students/families to follow up to promote positive attendance. We are bringing back our monthly perfect attendance recognition for the 2019-20 as a student and family incentive for positive attendance. The importance of everyday and bell to bell attendance will also be included in school-to-home communication.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Vice Principal - NEW POSN, SBB2512406	0.40000	\$61,556.52	09800-1309	VP to provide academic coaching to teachers and push-in/pull-out support	Success with the ELLA Coaching Cycle – focus is on 2 <sup>nd</sup> grade and our Ed Specialist. Teachers have a	N/A	N/A

## Oak Park Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>to students; assist with PD, PLCs, assessments, and instructional practices. Evaluate teachers and help with IEps/504s.</p>	<p>better understanding of how to support ELLs in reading and the use of more targeted reading strategies. As a result of the coaching support by the VP, teachers are able to name the reading behaviors and how students approximate. The VP is also following up with our Kinder teachers who participated last year in ELLA and are receiving helpful Tier II and Tier III ideas and supports to continue the work. This has helped the work to continue so that it is not a one time or one year PD opportunity.</p> <p>The VP also has benefited the school by decreasing mis behaviors, reinforcing proper</p>		
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## Oak Park Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>academic behaviors, rewards, and how students can make better choices. This has freed the counselor up from helping with discipline to now focusing on more preventative techniques. The VP has helped the operational and daily functions at the school so learning is not interrupted. This position has been an asset because parents receive additional technology training on LU and Parent Portal and how to assist students with research online.</p>		
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Note/Reminders (optional):

<b>Goal 2 - English Language Arts</b>							
<b>Strategy/Activity 1</b>							
<b>*Strategy/Activity - Description</b>							
<p>Professional learning will be supported by one round of PLCs per teacher due to limited funds. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.</p> <p>To strengthen ELA, professional learning will include two main areas of study in the 2019-20 school year: (1) Correcting mismatches between learner and classroom demands and (2) Reading Comprehension. These two areas include:</p> <ul style="list-style-type: none"> <li>- Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation</li> <li>- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture</li> <li>- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment</li> <li>- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies</li> <li>- Broaden teachers' intervention toolbox</li> <li>- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; Para educator training</li> <li>- IMTSS (Integrated Multiple Tiered Support System)</li> <li>- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries</li> <li>- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency</li> <li>- Promote student agency through goal setting</li> <li>- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward</li> <li>- Consistently tying lessons to standards/Critical Concepts</li> <li>- Using guided reading/small group instruction to support vulnerable learners</li> </ul> <p>Explore the language of mathematics-how can we support students in comprehending word problems</p>							
<b>*Proposed Expenditures for this Strategy/Activity</b>							
<u>Analysis:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Cost</b>	<b>Funding Source</b>	<b>Rationale</b>	<b>What is working (effective) &amp; why?</b>	<b>What is not working (ineffective) &amp; why?</b>	<b>Modification based on evaluation results.</b>

## Oak Park Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$12,202.00	09800-1192	Release time for PLCs and teacher planning.	Teachers and Ed Specialist have had more time to plan purposeful lessons and have a better understanding of how to support students in the ELLA program, with dELD, and how to analyze data across the content areas. This has resulted in promising results on the IABs, FAST, and F & P reading assessments.	N/A	N/A
Supplies		\$4,423.00	09800-4301	Supplies and materials to use for instruction to close the achievement gap.		N/A	N/A
Travel Conference		\$4,000.00	09800-5207	Conferences for staff to attend regarding ELs, Disadvantaged students, and closing the achievement gap. Conferences targeting the support of under-performing students of color.	Admin and teachers have benefited from attending various conferences targeted to support student achievement in an urban school; NABSE, NCUST, Counseling – Trauma Informed Care, AAAE, TK Strategies. Music & Math Curriculum	N/A	N/A



## Oak Park Elementary

### SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					Conference, Writing Conferences, CAAASA, Science and Technology conferences have allowed teachers to have a better understanding of how to teach and support students in our community.		
Conference Local		\$300.00	09800-5209	Conferences for professional growth in supporting students of color and at risk learners to close the achievement gap.	Teachers, paras, Music, and support staff have benefited from attending the AAAE and NCUST conferences as well as workshops at the County Office of Ed.	N/A	N/A
Conference Local		\$700.00	09800-5209	Teacher PD sessions and title I conferences for stakeholders to attend to support student learning.	Parents have benefited from attending the AAAE and NCUST conferences as well as workshops at the County Office of Ed.	N/A	N/A

Note/Reminders (optional):

What are my leadership strategies in service of the goals?

What are my leadership strategies in service of the goals? To meet with the ILT, SSC, ELAC, and SGT to make sure stakeholders have a voice and to ensure that the school is following all guidelines correctly when it comes to using these funds. Looking at student data to ensure that achievement is improving and teacher craft/skill is more and effective and that their efficacy is growing.

**Oak Park Elementary** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

**SCHOOL NAME: OAK PARK ELEMENTARY**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2019-20**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To support this goal, the school counselor facilitates:

- Second Step lessons in classrooms
- Lunch Bunch group with the counselor
- Coordinates the student Peace Patrol (students helping their peers solve problems on the playground peacefully)
- Buddy Bench (students sit on the bench when they need a friend to play with or feeling a bit sad; students are trained to help support students who sit on the bench)
- Meets with individual and small groups of students to promote a safe and inclusive environment for all students

Principal, School Counselor, School Attendance Assistant, and School Clerk, meet regularly to review attendance data. Each are assigned students/families to follow up to promote positive attendance. We are bringing back our monthly perfect attendance recognition for the 2019-20 as a student and family incentive for positive attendance. The importance of everyday and bell to bell attendance will also be included in school-to-home communication.

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr -	1.00000	\$131,783.50	30100-1109	RT to provide academic coaching to teachers and push-in/pull-out support	The RT position has been a tremendous help to our instructional program in many	N/A	N/A

## Oak Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>to students; assist with PD, PLCs, assessments, and instructional practices.</p>	<p>ways. This year so far:  20 EL students reclassified so far Feb. 2020.  K-1 students and teachers becoming fluent in technology, which will lead to gains in writing test scores. Historically, students in grade 3 have not had too enough exposure to typing and computers during this crucial, online testing year, including the CAASPP and ELPAC (now completely online for 3<sup>rd</sup>-5<sup>th</sup>)  3<sup>rd</sup> grade teacher support has led to teacher expanding guided reading repertoire, in addition to assisting with technology and data tracking tools. Benefits include an increase in student</p>		
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## Oak Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>DRA reading levels at an average value of 3 Fountas &amp; Pinnell levels since the beginning of the year, which is one level greater than norms.</p> <p>Ability to lead teachers to find CAASPP resources has created much needed exposure to how the SBAC functions. Students are becoming more fluent in technology usage.</p> <ul style="list-style-type: none"> <li>• Core Academy has instilled values in students to seek out learning on non-school days. It has added to the students love for learning in the school culture.</li> </ul>		
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## Oak Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<ul style="list-style-type: none"> <li>Benefits with technology use and teacher coaching: FAST aReading average in grades 2-5 has increased from the fall, 476 to the winter, 500. This represents a movement of students from high risk to low risk.</li> </ul> <p>FAST aReading in regards to EL only, average score moved from 473 to 496.</p> <p>Helping teachers implement progress monitoring on FAST has allowed teachers to identify and track student</p>		
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## Oak Park Elementary

### SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					progress. One example, 2 <sup>nd</sup> grade tracking sight words for struggling student. Student has shown growth after intervention.		
Vice Principal - NEW POSN, SBB2512406	0.15000	\$23,083.69	30100-1309	VP to provide academic coaching to teachers and push-in/pull-out support to students; assist with PD, PLCs, assessments, and instructional practices. Evaluate teachers and staff and support at IEPs/504s.	Success with the ELLA Coaching Cycle – focus is on 2 <sup>nd</sup> grade and our Ed Specialist. Teachers have a better understanding of how to support ELLs in reading and the use of more targeted reading strategies. As a result of the coaching support by the VP, teachers are able to name the reading behaviors and how students approximate. The VP is also following up with our Kinder teachers who participated last year in ELLA and are receiving helpful Tier II and Tier III ideas and supports to continue the work. This has	N/A	N/A

## Oak Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					helped the work to continue so that it is not a one time or one year PD opportunity.		
Vice Principal - NEW POSN, SBB2512406	0.45000	\$69,251.07	30106-1309	VP to provide academic coaching to teachers and push-in/pull-out support to students; assist with PD, PLCs, assessments, and instructional practices. Evaluate staff, help with IEPs/504s.	The VP also has benefited the school by reinforcing proper academic behaviors, rewards, and how students can make better choices. This has freed the counselor up from helping with discipline to now focusing on more preventative techniques. The VP has helped the operational and daily functions at the school so learning is not interrupted. This position has been an asset because parents receive additional technology training on LU and Parent Portal and how to assist students with research online.	N/A	N/A

Note/Reminders (optional):

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Professional learning will be supported by one round of PLCs per teacher due to limited funds. Teachers will work collaboratively during monthly professional learning while participating in grade level inquiries.

To strengthen ELA, professional learning will include two main areas of study in the 2019-20 school year: (1) Correcting mismatches between learner and classroom demands and (2) Reading Comprehension. These two areas include:

- Strengthening tier 1 instruction – tailoring tier 1 instruction to meet the needs of individual learners; differentiation
- Intentional Planning: planning questions, supports, etc. for when students don't 'get it' – shifting mindset/culture
- Formative Assessments/Checkpoints throughout lesson to adjust instruction in the moment
- Shift from a deficit model to a strengths-based approach to determine root causes and to correct mismatches for underperformance; including social emotional component and intervention strategies
- Broaden teachers' intervention toolbox
- Restructuring interventions and supports: redefine rolls and responsibilities, cultivating a culture where Sped and Gen Ed teachers are equally responsible; integrated delivery of related services; Para educator training
- IMTSS (Integrated Multiple Tiered Support System)
- Ed Specialists to participate in collaborative planning, professional learning including grade level inquiries
- Co-teaching (students/staff); for both teacher and student learning and student empowerment/agency
- Promote student agency through goal setting
- Continue working with teacher to "notice and name" reading behaviors so they will strengthen their ability to articulate exactly what students need as their next step to propel them forward
- Consistently tying lessons to standards/Critical Concepts
- Using guided reading/small group instruction to support vulnerable learners

Explore the language of mathematics-how can we support students in comprehending word problems

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
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## Oak Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Supplies		\$848.00	30100-4301	Supplies used to close the achievement gap and for targeted supports.	Curriculum supplies and materials have been helpful and we are seeing growth across all content areas. Scholastic reading and online supports have been a big help to our EL students and our SWD. Ed Specialists say the big books and online software programs are modeling academic language that students are benefiting from.		
Classroom PARAS Hrly		\$130.79	30103-2151	Parent support at parent involvement events.	Paras have been helpful by reading stories to students and providing opportunities for them to do geometrical (math art) while parents attend workshops on campus.		
Supplies		\$893.00	30103-4301	Instructional supplies to support student learning.	Parents have shared the positive impact that our parent workshops have been in helping them understand how to		

## Oak Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					support their child with homework and to understand the learning in the classroom.		
Supplies		\$249.00	30106-4301	Supplies to support teacher and student learning; resources to propel student achievement.	PLC, PD, and EL supports to teachers have helped them to understand the F & P reading levels, as well as effective reading strategies.		

Note/Reminders (optional):

**Goal 6 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

To increase parent input on decisions, I will conduct mini-surveys before morning opening, during family events and activities, parent conferences, Back to School Night, Open House, Family Reading Night and other opportunities as they become available. I will utilize multiple avenues to communicate the results of the mini surveys. I will also include information about SSC and appropriate SGT decisions in my school-to-home communication to increase transparency and to make the information public.

**Family Communication**

To continue to keep our families informed about decisions and school happenings, we will utilize the following:

- Weekly Oak Park Reminders (half sheet containing the following week's calendar and informational items on the reverse)
- Tempo Tiger's Newsletter, weekly e-blast
- Daily Morning Opening
- Automated phone calls/emails (School Messenger)
- School Website, including a Calendar of events and activities
- Marquee
- Principal's Message(s) via the Oak Park website
- Peach Jar/Class Dojo (electronic flyers)

**\*Proposed Expenditures for this Strategy/Activity**

Analysis:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Description:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
In-service supplies		\$1,000.00	30103-4304	Supplies and materials for parents during school events, parent trainings, and parent workshops.	Principal's Coffee, Cluster Meetings – food brings more people to meetings, Parents have shared the positive impact that our		

## Oak Park Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					parent workshops have been in helping them understand how to support their child with homework and to understand the learning in the classroom.		
Conference Local		\$200.00	30103-5209	Conferences to provide resources, training, and support to parents so they can understand the instructional practices used at school.	Parents have benefited from attending the AAAE and NCUST conferences as well as workshops at the County Office of Ed.		
Postage Expense		\$700.00	30103-5920	Postage used to mail parents important school information, testing data, and records to better support students and to ensure communication is clear with parents/guardians.	This has been helpful at sending important records and information to parents or other schools out of the district.		

Note/Reminders (optional):

What are my leadership strategies in service of the goals? To meet with the ILT, SSC, ELAC, and SGT to make sure stakeholders have a voice and to ensure that the school is following all guidelines correctly when it comes to using these funds. Looking at student data to ensure that achievement is improving and teacher craft/skill is more and effective and that their efficacy is growing.