

2022-2023 School Plan for Student Achievement (SPSA)

SPSA Year:

X2022-23

School Name and School Code	Oak Park Elementary School 36 67710 6108062		SSC Approval Date: May 5, 2022
School Address	14200 Live Oak Avenue, Fontana, CA 92337		Local Governing Board Approval Date: pending approval on June 8, 2022 Original
Name of Principal	Gerald Mullins	Phone # and Email	(909) 357-5690, Gerald.Mullins@fusd.net
Name of SSC Chairperson	Casey McPherson	Phone # and Email	909-357-5690, mcphca@fusd.net}
SCHOOLWIDE PROGRAM (SWP)			
SWP			

SCHOOL BACKGROUND

<p>VISION AND MISSION</p>	<p>Oak Park Elementary School is a single-track year-round school. Enrollment is approximately 408 students in grades transitional kindergarten through fifth grade. As a staff, we take great pride in helping our students achieve to the highest levels and preparing them to be college and career ready. Our focus is improving our progress for EL students in ELA. We also want to continue making progress on Learning Targets and Success Criteria. We are working to ensure LTs are posted and most importantly understood by students for learning in the classroom. This aspect of teacher clarity has been shown to be an effective approach resulting in a .75 effect size for student learning. We continue to streamline our implementation of a school wide RTI program and are continuing with our Key Instructional Practice of Thinking Maps. RTI has an effect size of 1.29 on Hattie’s learning scale. Three years ago, we began a Panther Pride High Five in order to have a continual school wide discussion on correct behavior and are continuing this year. It is “Be A Friend, Be Safe, Be Kind, Be Responsible, Be Respectful.” We put this on our school shirts and practice daily in the bulletin and the students cite it to the principal every Friday on their way out for their high five! Most of all, at this time we want to ensure our students are learning in this distance learning environment and we want to make strides to get everyone back to in-person education safely!</p>
<p>SCHOOL AND COMMUNITY PROFILE</p>	<p>Oak Park is located at 14200 Live Oak in the city of Fontana. It first opened in 1989. The ethnic background of the FUSD K-12 students consists of 87.7% Hispanic, 3.4% Caucasian, 1.2% Asian, 3.0% African American, 3.2% Filipino, .02% American Indian. Other significant subgroups include our English Language Learner (ELL), Socio-Economically Disadvantaged (SED), and Foster Youth populations. As you will read in the plan, we are making efforts to reach out to our community, create, and maintain a more active parent and community involvement at Oak Park.</p>
<p>SPSA HIGHLIGHTS (bullet points)</p>	<ul style="list-style-type: none"> • Continue growth in mathematics for all student groups (All increased significantly, EL increased, and SED increased significantly). • Improvement is focused on EL students in ELA. While all maintained and SED increased, our EL students were the only group to decline. • Continue and modify efforts in RTI. • Continue teacher professional development in Learning Targets and Success Criteria. • Professional Development for improvement in the areas of Writing and Reading Comprehension for EL students. Additional planning for teachers around EL students and tutoring opportunities for EL students. • Continue exploring STEM and STEAM education opportunities for students.
<p>INCREASED OR IMPROVED SERVICES (bullet points)</p>	<ul style="list-style-type: none"> • Providing EL curriculum companion to Wonders accompanied with professional development and coaching to improve service to our EL students. • We will continue to improve incorporation of technology in education.
<p>MOONSHOT</p>	<p>We will continue working to improve in Visible Learning and become a true PLC (Professional Learning Community) through implementing a full RTI for the students. Due to school closures this approach will need to be revisited.</p>

SCHOOL BACKGROUND

Grade levels meet and plan both Visible Learning and Response to Intervention utilizing various assessment tools which guide instruction to give struggling students targeted instruction while enriching those who meet or exceed.

As a school we are also going to concentrate our efforts around the improvement of our EL students with various PD and tutoring opportunities.

We are also working to enhance and grow STEM enrichment activities. We received training from Discovery Education and several teachers have begun integrating the lessons into their routine. Several teachers have also begun exploring after school STEM activities.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Student Population

This section provides information about the school's student population.

2020-21 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
406	76.4	20.2	0.5

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2020-21 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	82	20.2
Foster Youth	2	0.5
Homeless	2	0.5
Socioeconomically Disadvantaged	310	76.4
Students with Disabilities	25	6.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.0
American Indian or Alaska Native	1	0.2
Asian	5	1.2
Filipino	13	3.2
Hispanic	356	87.7
Two or More Races	5	1.2
Native Hawaiian or Pacific Islander		
White	14	3.4

These data points indicate:

1. Oak Park's largest student group by ethnicity is Hispanic with 356 or 87.7% . This indicates that we have a high percentage of Hispanic students and must concentrate efforts on their achievement.
2. Oak Park has a English Learner population of 82 or 20.2% . This indicates that a focused approach is needed to ensure we implement best practices in instruction and assessment are critical in narrowing their achievement gap.
3. 76.4% of our population is socioeconomically disadvantaged. This indicates that specific needs addressing Social Emotional Learning are critical in narrowing their achievement gap.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Mathematics



Green

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Blue

These data points indicate:

1. These data points indicate progress in mathematics is an area of celebration (because of progress in increasing "significantly") and continued refinement for continued improvement.
2. These data points indicate that ELA being overall Orange (overall performance is low and we did not have good growth) is a focus area.
3. These data points indicate that Chronic Absenteeism is showing too many students are absent too frequently at Oak Park elementary and therefore is an area for improvement.

School and Student Performance Data

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A review of the following data informs the comprehensive needs assessment.

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



Red



Orange



Yellow



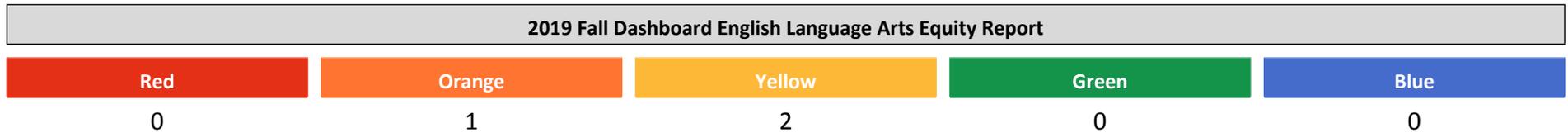
Green



Blue

Highest Performance

This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 16.5 points below standard Maintained ++1.4 points 207	 Orange 23.2 points below standard Declined -11.2 points 83	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 17.4 points below standard Increased ++3.3 points 171	 No Performance Color 105.1 points below standard Declined Significantly -37.8 points 29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 64.4 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 16.5 points below standard Increased ++4.9 points 171	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 27.2 points below standard Declined Significantly -27.2 points 12

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
58.4 points below standard Maintained ++0.1 points 56	49.9 points above standard Increased Significantly ++16.4 points 27	13.9 points below standard Increased ++9.8 points 121

These data points indicate:

1. In ELA, SED students Increased proficiency slightly, All students and EL student groups maintained status indicating an area of continued growth.
2. Students with disabilities achieved at low levels and declined significantly in ELA, indicating more concentration on their achievement is warranted.

3. Although EL student group maintained, their achievement level is still far below standard indicating an area of focus on EL students in ELA.

School and Student Performance Data

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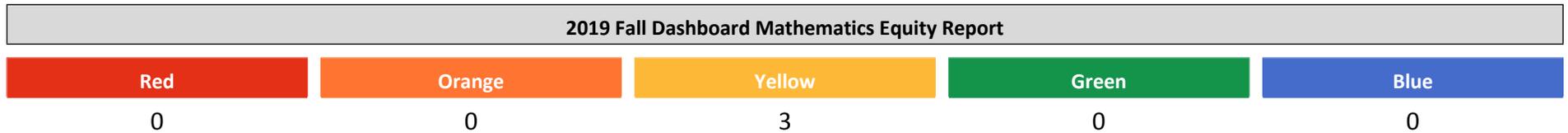
A review of the following data informs the comprehensive needs assessment.

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students


Green

23.7 points below standard

Increased Significantly
++15.3 points
206

English Learners


Yellow

35.1 points below standard

Increased ++6.4 points
83

Foster Youth


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

3

Homeless


No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1

Socioeconomically Disadvantaged


Yellow

26.8 points below standard

Increased Significantly
++16.3 points
170

Students with Disabilities


No Performance Color

93 points below standard

Increased ++13.1 points
29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 62 points below standard 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 27.7 points below standard Increased ++14.8 points 170	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 13.9 points below standard Increased Significantly ++18 points 12

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.4 points below standard Increased Significantly ++19.6 points 56	23.5 points above standard Increased Significantly ++24.4 points 27	18.2 points below standard Increased Significantly ++21.5 points 120

These data points indicate:

1. All student groups in math either Increased (EL) or Increased Significantly (All, SED) indicating an area of celebration and continued growth.

2. Student groups EL and SED are in the yellow band in math. Student group All is in green band which is the second highest indicating continued refinement.
3. Data points indicate Oak Park is making positive strides in mathematics and will continue the current approach while seeking out ways to refine.

School and Student Performance Data

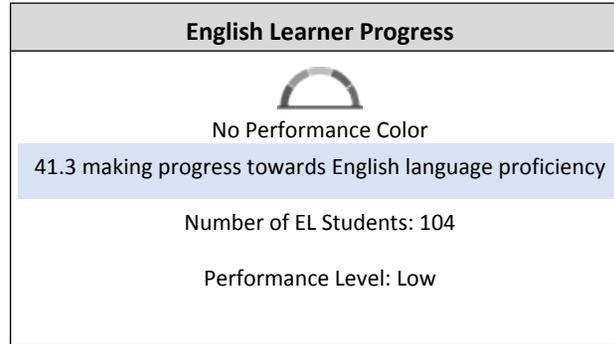
The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

A review of the following data informs the comprehensive needs assessment.

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of 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.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.8	30.7	4.8	36.5

These data points indicate:

1. When exploring ELPAC data, domains of strength were determined. Areas of strength were noted as Kinder Writing, 1st and 2nd Listening, 3rd, 4th, and 5th Speaking.

2. When exploring ELPAC data, domains of focus were determined. Areas of Focus were noted as Kinder Reading, 1st Reading and Writing, 2nd Writing, 3rd, 4th, and 5th all Reading.
3. Based on data findings above, less than half of English learners at Oak Park are making adequate progress in language acquisition. The information will be used to guide instructional decisions when planning Designated ELD time. Each grade level will plan for their focus area.

School and Student Performance Data

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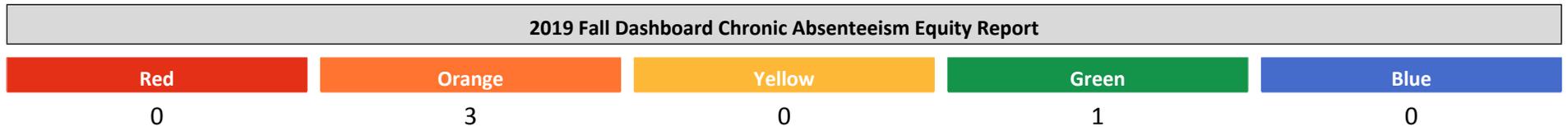
A review of the following data informs the comprehensive needs assessment.

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides 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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 7.5 Increased +0.8 456	 Green 4.5 Declined -0.9 134	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 Orange 8 Increased +1.1 373	 Orange 10.6 Maintained +0.1 47

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4.2 Declined -6.5 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 9.1 Increased +9.1 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.8 Increased +1.4 385	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 4.8 Increased +1.1 21

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	420	41	9.9
Female	209	18	8.7
Male	211	23	11.0
American Indian or Alaska Native	1	0	0.0
Asian	5	0	0.0
Black or African American	13	3	23.1
Filipino	13	0	0.0
Hispanic or Latino	367	36	9.9
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	5	1	20.0
White	16	1	6.7
English Learners	87	3	3.4
Foster Youth	6	0	0.0
Homeless	3	1	33.3
Socioeconomically Disadvantaged	324	33	10.2
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	32	6	18.8

These data points indicate:

1. Oak Park's overall Chronic Absenteeism rate was 9.9% for All Students.
2. The two groups with the highest CA rate were African Americans (23.1%) and students with disabilities (18.8%).
3. English Learners had an improvement in their chronic absentee rate compared to the pre-pandemic rate in 2019. All other student groups had an increase in chronic absenteeism from 2019 to 2021.

School and Student Performance Data

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

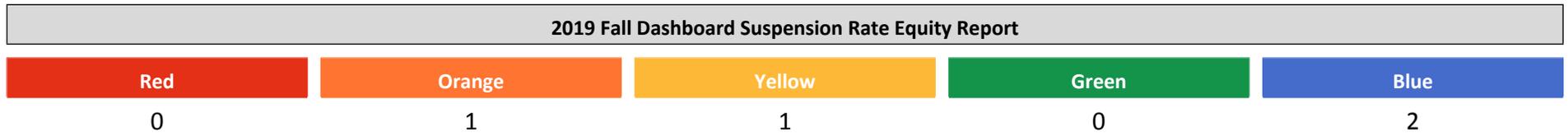
A review of the following data informs the comprehensive needs assessment.

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides 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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue 0.4 Maintained -0.2 478	 Yellow 0.7 Increased +0.7 140	 No Performance Color 0 Maintained 0 14
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Maintained 0 11	 Blue 0.5 Maintained -0.2 390	 Orange 2 Increased +2 50

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 4 Declined -2.5 25	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Maintained 0 11
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0.2 Maintained +0.2 401	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Declined -3.7 23

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	0.4

These data points indicate:

- Suspension rate for "All" student group is in the Blue, highest ranking meaning a low number of suspensions. This indicates an area of celebration.
- Suspension rate for "Socio Economically Disadvantaged" is in the Blue, highest ranking meaning a low number of suspensions. This indicates we should continue positive environment established at school.

School and Student Performance Data

Local Data

Academic Data - Schoolwide	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.51 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.7
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.00 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Classroom visit data: percent of classrooms demonstrating effective RTI instruction	78% of classes visited the first semester demonstrated effective RTI instruction.
Site Specific Measures: Percentage of students showing growth in pre to post assessment data for after school tutoring	75%

These data points indicate:

Schoolwide, there is a greater percentage of students scoring in the bottom two performance bands in math than in reading. At Oak Park, when looking at performance by grade and teacher in math, the data points indicate that 3rd and 5th grade have the highest percentage of Lo and Lo Average rates (52% in 3rd and 70% in 5th). We need to focus on the following student groups: African Americans, SWD, and English Learners.

When looking at growth from Fall 2020 to Fall 2021, it is clear that distance learning significantly hindered student growth in both reading and math, although more significantly in math. When looking at growth in math by student group, the data points indicate that the groups most in need of intervention as measured by lowest percentage that met/exceeded their growth target are African Americans (13%) English Learners (18%), and SWD (14%). At Oak Park, when looking at reading growth by student group, the groups most in need of intervention as measured by lowest percentage met/exceeded are Hispanic (37%), RFEP (21%), and SWD (33%). Schoolwide, every single grade level and student group made less than one year of growth and increased the gap with the national norm in both reading and math. The most significant lack of growth occurred in grades 2 – 4 in math and grades 2 and 3 in reading.

After-school tutoring, while limited to date, has been effective in supporting student growth. One of our teachers provided math tutoring and reported a 15% passing rate at the beginning followed by a 85% passing rate after tutoring sessions, showing a 70% improvement. Two teachers conducted multiplication tutoring with students who did not know their multiplication facts in the beginning of the school year. After tutoring, most students improved with their multiplication facts. At the end of tutoring, most students were able to do 100 multiplication facts in five minutes with a passing score of 97 out of 100 or better indicating a positive impact from tutoring opportunities. In addition, several teachers are in the planning or in beginning stages of tutoring implementation with data forthcoming.

The number of teachers who planned to do tutoring but were unable to follow through due to the strain of bringing kids back to grade level in the classroom post-pandemic demonstrates further how the pandemic continues to impact education. Ongoing tutoring will be monitored throughout the spring and we will work on identifying a uniform tool for measuring growth.

Academic Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.82 (Excludes K-2 due to invalid Fall 2020 results)
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.04
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.31 (Excludes K-2 due to invalid Fall 2020 results)
Site Specific Measures: Classroom visit data: percent of classrooms demonstrating effective use of the ELD writing companion.	65%
Site Specific Measures:	

These data points indicate:

EL students made less than a year's growth and across all areas made less growth than schoolwide. Our EL students have the highest percentage of students scoring in the lowest achievement band in reading and math. Teachers received training on ELD writing curriculum and other ELD strategies to improve writing for our EL students. The data shows a majority of teachers have begun implementing the curriculum and strategies, but there is a need to continue the implementation process. Next year, we will formalize the collection of student writing samples to monitor and evaluate the effectiveness of program implementation.

Language Acquisition Data – English Learners (EL)	
School Metrics/Indicators	Current Outcomes
2020-2021 % by ELPAC Level	Level 4: 13% Level 3: 44% Level 2: 37% Level 1: 7%
2020-2021 ELPAC Listening Domain: % by Performance Level	24% - Well Developed 65% - Somewhat/Moderately Developed

Language Acquisition Data – English Learners (EL)	
	11% - Beginning Development
2020-2021 ELPAC Speaking Domain: % by Performance Level	39% - Well Developed 54% - Somewhat/Moderately Developed 7% - Beginning Development
2020-2021 ELPAC Reading Domain: % by Performance Level	4% - Well Developed 66% - Somewhat/Moderately Developed 30% - Beginning Development
2020-2021 ELPAC Writing Domain: % by Performance Level	15% - Well Developed 68% - Somewhat/Moderately Developed 17% - Beginning Development
Site Specific Measures: % of EL students from tutoring program that increased their pre/post reading assessment score.	Data not available
Site Specific Measures: % of classrooms demonstrating the integration of ELD standards in lesson design as shown through professional development and walk through data.	100%

These data points indicate:

Written language should be our target area in language acquisition for English Learners. Within written language, our greatest need is in the Reading domain where current EL students are mostly in the “beginning to develop” or “somewhat developed” level of proficiency. According to 3 year ELPI data, current 4th and 5th grade students are making positive gains in English language development. However, a significant percentage of current 2nd, 3rd, and 4th grade students decreased in ELPI level with males in particular having a significant percentage that decreased. Particular focus should be placed on EL level 2's as they are the group that made up the majority of students who decreased in ELPI Level.

The EL student specific tutoring has not yet begun. However, all grade levels have received training and materials on EL materials and intervention from our EL TOA. Because of the increased training and materials, teachers expressed a deeper understanding of how to better meet the needs of the EL students in their classes, however due to pandemic and getting students used to in-person instruction again, teachers did not participate in EL specific tutoring.

Walk through data on implementation of ELD standards in lesson design indicates that teachers are utilizing the materials and training afforded them this year. Next steps will include providing support for continued practice to refine the effectiveness of ELD instruction.

Parent/Family Engagement	
School Metrics/Indicators	Current Outcomes
2021-2022 Household Participation Rate on Parent/Family Climate Survey	9%
Site Specific Measures: The average number of participants at parent events and community meetings.	30 participants per event.
Site Specific Measures:	

These data points indicate:

Oak Park's participation rate on the parent/family climate survey was 9%. Improvement is needed in this area. Our plan is to make a more concerted effort to reach out to families via Twitter, school website, Peachjar, Blackboard Connect and Class Dojo. Although Coffee and ELAC events have been conducted virtually, we continue to maintain similar attendance. Parents/family members indicated they felt strongly about the school's efforts in inclusion (98% positive rating) and our environment (96% favorable rating). Our lowest mark was in Family Engagement (20% favorable rating.) As far as favorable ratings, we are proud to have such high marks in the areas of inclusion and environment, indicating parents and families recognize our efforts in these important areas. It is not known if the current pandemic affected our scores for Family Engagement but we will be reaching out in this area as noted above.

Kindergarten - 3rd Grade Literacy	
School Metrics/Indicators	Current Outcomes
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.38 Fall 3rd to Fall 4th: -0.63
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 27% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 16% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 43% 24-25 3rd Gr. Cohort (21-22 Kinder): 28%
Site Specific Measures: Classroom visit data: percent of classes visited during walk throughs displayed evidence of Thinking Maps utilization/implementation	75%
Site Specific Measures:	

These data points indicate:

CGI data indicates both 2nd and 3rd grade students made less than one year's growth and second made significantly less growth than 3rd. Our current first graders appear most at risk of not meeting grade level literacy by 3rd grade. Early intervention will be important for this group. Evidence shows we have made a good start to full implementation of TMs. Oak Park is ready to take next steps with continued practice and implementation.

Behavior	
School Metrics/Indicators	Current Outcomes
Site Specific Measures:	

These data points indicate:

ELD Evaluation

Please evaluate whether ELD, both Integrated (I-ELD) and Designated (D-ELD), has been implemented effectively at your school site and whether adjustments are needed to assist English Learners in overcoming language barriers within a reasonable amount of time. Use the table below to complete your evaluation. Your evaluation may be used as tool to inform your school site's ongoing implementation of ELD and the development of the SPSA.

Has Integrated ELD been implemented effectively? How was it measured? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

Oak Park's ELD implementation has not yet been implemented fully. Although teachers used strategies including but not limited to the adopted Wonders ELA curriculum which includes supports and scaffolds for ELA/ELD, response frames, productive partnering, vocabulary strategies, sentence frames, think pair share, partner talk, and thinking maps, teachers often don't structure tasks around the unique needs of EL students. Principal looked at ELPAC data, redesignation rates, EL data in math and ELA, and observational data. According to the Academic Performance English Learner Progress, 41.3% of students are making progress toward English language proficiency (104 students) compared to 48.3% of English Learners in California, which is considered "low." Broken down by percentage, 27.8 decreased one ELPI level, 30.7 maintained ELPI level 1, 2l, 2h, 3l, or 3h, 4.8 maintained ELPI level 4, and 36.5 progressed one ELPI level. While the bilingual aide helped students with language support during classroom discussion and teachers utilized various techniques to aid their learning, walk through examples showed an inconsistent implementation of integrated ELD time.

Has Designated ELD been implemented effectively? Include all supporting data (ex.; ELPAC, RFEP, EL graduation rates, observational data, etc.) in answering this section.

There is room for improvement in Oak Park's designated ELD. Designated ELD time was inconsistent. With this inconsistency, EL students had inadequate time to strengthen their English language skills. Teachers reported struggles with understanding how to integrate ELD standards into designated ELD and were unfamiliar with the curriculum materials to support designated ELD. Teachers further reported the need for professional development on the ELD standards and ELD instructional strategies. To further identify needs in this area, we used ELPAC data to identify strengths and focus areas for each grade level on which to concentrate. Walk through examples showed an inconsistent implementation of designated ELD time.

What adjustments are needed to improve or enhance the implementation of your site's core comprehensive ELD (I-ELD and D-ELD)? Sample actions for consideration: provide EL specific professional development, monitor ELD instruction, monitor use of core and supplemental ELD curriculum, etc.

We identified that we were not using Designated ELD time as efficiently as we could (inconsistent). So we ensured all teachers were supplied with and trained on the ELD Wonders Companion curriculum. We have already begun, as an example our EL TOA trained teachers at a staff meeting on September 30, 2020. We also looked at the data by grade level to identify strengths and focus areas for each grade level. We identified the following areas: Kinder: Reading, 1: Reading and Writing, 2: Writing, 3: Reading, 4: Reading, 5: Reading. The PLCs will plan instruction to focus on these areas aided by the TOA who will be providing additional training and support. One area to refine with teachers is the different instructional strategies and areas of focus for integrated and designated ELD. For the Designated ELD time, principal will outline importance of schedule adherence and more closely monitor ELD instruction during the designated time through classroom observations. One idea is to review how our RTI and ELD programs might compliment one another so English learners can receive targeted support. Our EL TOA will support teachers through training on Integrated ELD time in the classroom to support EL progress during lessons.

Comprehensive Needs Assessment

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

- (a) The SPSA administration of a comprehensive needs assessment with an analysis of academic performance and language development data to determine EL student and program needs. (EC Section 64001[g][2][A])
- (b) The process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA particularly those which address the needs of low-achieving ELs and students at risk of not meeting state academic content standards. (EC Section 64001[g][s][B])

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Analysis of Qualitative Data	
<p>Surveys Description of surveys (i.e., Student, Parent, Teacher) used during the schoolyear, and a summary of results from the survey(s).</p>	<p>According to the Panorama Social Emotional Learning Survey, Oak Park families, 98% responded favorably to Oak Park inclusion efforts and 96% to our Environment and Policy Awareness. Parent Support showed a 84% positive rate. Our "lowest" ranking was in Family Engagement with 20% but on a positive note, that number was up from 17% taken in the last survey from a year ago. The pandemic continues to have adversely affected the outcome. According to the Student Climate Survey, 89% of students reported positive support relationships at Oak Park and 80% reported positively for self-management. Our lowest score for students was 37% for Learning Opportunities. We have already taken measures in this area creating a math intervention class where our highest need students in kinder thru 3rd grade are serviced in groups of 3 to 5 students for 30 minutes 4 days per week.</p> <p>The results from the parent survey indicate parents feel positively about the education at Oak Park.</p> <p>Principal meets monthly with both ILT and PLCs to elicit feedback and input from teachers. During these meetings teachers expressed the challenges with Distance Learning and expressed pride in getting through the challenges and in their ability to reach students no matter the challenge. Teachers expressed the need to continue with current school goals due to challenges of implementation because of the pandemic. From ILT input, it was felt that more PD in STEAM was needed. While they expressed that the initial training was helpful, they wanted follow up. Said one colleague, "As much as I enjoyed the PD on Jan 10, I am hoping that we can have a more practical PD on how to utilize room 16, and some 1-2 day STEAM ideas. The PD on Jan. 10 was good, but I would like to get some ideas on how to incorporate STEAM activities into what I am already doing." Another shared to have - Write from the Beginning... and Beyond Training (Thinking Maps).</p> <p>A teacher survey was conducted in March 2022 where teachers expressed the following regarding ELD training: they felt that currently the most used strategies during ELD instruction were sentence frames, productive partnering, and thinking maps. 70% of respondents felt EL training has been "helpful," and the most helpful trainings have been class modeling, the "Crazy</p>

Analysis of Qualitative Data	
	Professor" training given by the two TOAs, and the read alouds. Partner talk and nearpod were also helpful. We also asked what next steps they would be interested in and they provided the following suggestions: ELD workbook training, productive partnering (think/pair/share), vocabulary strategies, thinking maps, writing strategies, and perhaps having a focus strategy each month.
Classroom Observations Description of types and frequency of classroom observations conducted during the schoolyear and a summary of findings.	Principal visits each class at least once weekly. He notes in his instructional coaching log the activity, level of engagement, sometimes DOK level, and time of day in order to ensure getting accurate picture of entire day. When strong instructional strategies or lessons are identified I will touch base with the teacher to note and praise and encourage continuance of the practice. If there is a pattern of noted concerns, I will likewise have a coaching discussion focused on improvement. Since the return to in-person instruction I noticed an initial need to re-visit classroom routines and procedures but in the proceeding months I have seen a definite improvement as students have successfully transitioned back to the in-person learning setting. Basic skills (particularly in the primary grades) continue to be a concern but improvement has been noted school wide. Oak Park continues to have excellent teaching throughout the grade levels, adherence to district adopted curriculum, and routines and procedures. During observations it was noted that not all classes had specific Learning Targets and Success Criteria with student work so a goal for improvement might be to have 100% of classes using LT/SC with student samples.

Analysis of Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for student subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)	MAP data indicate Highest Reading growth in grade 2 (57% met/exceeded) and 5th (50% met/exceeded). In math, highest growth was in grade 2 (55% met/exceeded) and 3 (43% met/exceeded). Teachers meet in PLC groups to disaggregate data and look for best instructional approaches. Which ever teacher has the highest growth shares what they felt were the most effective strategies with their PLC. If needed, they utilize coaches, administration, or resident sub to observe each others' classes.
Use of state and local EL academic performance and language development data to determine EL student and program needs.	3 year ELPAC data from 2021 indicate that students struggled in the area of reading. In grade 3 there was a high percentage of Beginning to Develop (38%) and Somewhat Developed (62%), showing this as a focus area. Grade 4 also had high percentages in this area with 23% Beginning to Develop and 77% Somewhat Developed.

Standards, Assessment, and Accountability

	<p>SPSA and EL program will be monitored by reviewing relevant data with staff and governing agencies throughout the year including but not limited to SSC, ELAC meetings, staff meetings, Coffee with the Principal, and PTA meetings.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, particularly those which address the needs of low-achieving students and those at risk of not meeting state academic content standards.</p>	<p>School Site Council meets monthly to monitor the implementation of the SPSA. The SSC Council analyzes performance data and creates an action plan to address the identified needs. Locally, NWEA Data is used to monitor the growth and progress towards meeting the literacy and numeracy goals identified in the SPSA. Both Fall and Winter NWEA data reports provide predictions to target potential outcomes for the Spring CAASPP.</p> <p>SPSA Actions are monitored by SSC as data become available, such as tutoring pre/post-test results. Teachers are surveyed to provide feedback on the effectiveness of programs.</p> <p>PLC teams utilize the fall and winter NWEA data to adjust their units of study in the event that some essential standards have to be re-taught. During Late Fall/winter, PLC teams analyze CAASPP data to identify grade level areas of focus and use the individual reports for student goal setting. Teachers also used CFA (Common Formative Assessments) during monthly PLCs to gauge student progress throughout the year. They adjusted instruction and RTI placement based on this data.</p>
<p>Process for annually evaluating and monitoring implementation and progress toward accomplishing EL program goals for addressing the needs of low-achieving ELs.</p>	<p>NWEA Math and Reading is used as a district wide universal screener to identify and facilitating the grouping of students who need extra support. Currently, NWEA Map reports don't readily identify student groups (EL, SP. Ed), English Learners are provided small group support in reading and math by their general education teacher. Each grade level team meets twice a month to monitor progress on Common Formative Assessments and collaborative work with instructional support teacher and bilingual aide to address data of low-achieving ELs. Visit classrooms to ensure ELD program is being provided, monitor instruction. Looking at implementation of PD plan. Ongoing monitoring of EL students, reclassification rates.</p>
<p>Identified Needs based on Findings:</p> <p>Based on teacher input and classroom visit data, teachers need professional development on the core ELD instructional materials. Strategies that need to be implemented the most during instruction are vocabulary, comprehension, the pronunciation of multi-syllabic words, grammar, and writing. In mathematics we want to continue this positive trend. Based on stakeholder input there is a need to share information with stakeholders. All groups either increased or increased significantly in math while all maintained or increased in ELA with the exception of EL students. CAASPP data shows All student group scoring in orange at 16.5 points below standard. EL students scored orange at 23.2 points below standard, and SED students scoring yellow at 17.4 points below standard in ELA. In math, All students scored green at 23.7 points below standard, EL scoring in yellow at 35.1 points below standard and SED scoring yellow at 26.8 points below standard.</p>	

Staffing and Professional Development

<p>Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)</p>	<p>We worked with Professional Development on Teacher Clarity to help teachers understand standards better and to create and Learning Targets and Success Criteria to create lessons more standards-focused.</p>
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Staffing and Professional Development

<p>Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)</p>	<p>Utilized TOA support to work with PLCs to determine student needs and provide Professional Development. Worked with district Professional Development director to provide Kristen Anderson training to teachers.</p> <p>ILT agreed to do a check on school wide Visible Learning progress by having each ILT member observe co-grade-level instruction and posting of Learning Targets, then interview students to ask what they feel their learning goal was for the lesson followed by a report back to the teacher to check to see how effective they were in communicating the Learning Target and Success Criteria. Teachers will use this information to adjust their Visible Learning approach.</p>
<p>Teacher collaboration by grade level (kindergarten through grade eight) and department (grades nine through twelve) (EPC)</p>	<p>Teachers were given weekly PLC time to collaborate, disaggregate data, and plan. Process continued during distance learning. Teachers did a Peer Observation whereby the ILT from a grade level observed different classes in their "partner" grade level to observe student understanding of Learning Targets and Success Criteria then gave feedback to the classroom teacher. The teachers found the process productive and remarked it yielded useful information and PLCs agreed to continue the process this coming year.</p>
<p>Identified Needs based on Findings:</p> <p>As a school we are focusing on our EL population by implementing extended professional development curriculum implementation and coaching focused on EL planning and strategies.</p>	

Teaching and Learning

<p>Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)</p>	<p>Teachers at all grade levels use The California Common Core Standards including the Frameworks for ELA/ELD, Mathematics, History Social Science and NGSS. Fontana Unified School District has adopted instructional materials that align with the CCSS in Mathematics, English Language Arts and History Social Science:</p> <p>TK-5th grade My Math, McGraw Hill TK-5th grade Wonders, McGraw Hill TK-5th Social Studies Alive! TCI</p> <p>*Mystery Science addresses NGSS in TK-5th grade as a supplemental curriculum.</p> <p>Instructional Strategies are supported by professional development. All curriculum adoptions are paired with comprehensive professional development and support for teachers with instructional strategies. Teachers on assignment provide grade level and individual support with Curriculum Guides, Frameworks, lesson planning and coaching.</p> <p>Teachers utilize differentiated instructional groups both during class and during Response to Intervention Time in Language Arts and Math. The instructional support teacher provides targeted literacy supports through programs such as Read 180, System 44, WonderWorks, and Lexia. The student intervention team reviews data and identifies goals that align with tiered supports involving the team, parents, the student, and where progress is continually monitored.</p>
<p>Availability of standards-based instructional materials appropriate to all student groups (ESEA)</p>	<p>FUSD utilizes only research and standards-based materials. For ELA we utilize Wonders and for math we utilize My Math. For online learning, we also utilize resources including but not limited to Lexia, Moby Max, Pathblazer, Literacy Pro, Nearpod, Accelerated Reader, and Classlink. In addition to the district adopted curriculum, supplemental instruction materials are also incorporated to the instructional day for students who are identified as reading below grade level standards. Through the</p>

Teaching and Learning

Response to Intervention (RTI) model, students are provided additional assistance using the following reading intervention programs are: System 44, and Read 180.

Identified Needs based on Findings:

Oak Park will continue to utilize FUSD's research and standards-based materials. We will provide teachers ongoing professional development to support instructional materials and strategies in all core subject areas to increase student mastery of content standards. We will include materials that previously were underserved at OP (including Wonders EL companion curriculum). For ELA we utilize Wonders and for math we utilize My Math. Each contain materials that address struggling students. We supplemented with work on Learning Targets and Success Criteria as well as Thinking Maps to ensure a deeper student understanding of content standards.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEEA)

Tier 1 supports include but are not limited to differentiated instruction and CFU/adjustments. For Tier 2, Oak Park is moving into the third year of utilizing RTI (Response to Intervention) where PLCs look at data (CFAs, MAP) to identify student needs and respond by placing students into groups to receive targeted instruction. IST aides in this process by attending to students struggling to meet standards. As a school we have focused on CFA and adjusting instruction during initial instruction to aide in student success. IST provides further intensive support using System 44, Lexia, Read 180 and Wonders Intervention program. Students not making growth will be referred to our Student Intervention Team, SIT. This team approach of educators allows the student, teacher and family needs to be address so that the desired outcomes are achieved. Academic goals are established and monitored for growth.

Student groups for whom there exist disparities in achievement and summary of the root causes.

Student groups for whom disparities exist are Students With Disabilities and EL students. The root cause for SWD appears to be their struggle to access core curriculum and for ELs is the lack of language development.

Determination of whether the needs of all children have been met by the SPSA Actions/Services implemented, particularly the language and academic needs of English Learners and students not meeting the state academic content standards.

SPSA Actions/Services being implemented are meeting the needs of students.

Students receiving supports from the Title I funded IST are showing significant growth in Reading.

Teacher collaboration time and peer evaluations have been successful with supporting our multi-tiered system of supports. Students are receiving timely interventions and enrichment.

The elementary core TOA coaching has been highly successful with improving teachers' instructional routines and procedures.

Parent workshops, and Family Learning Events have not been implemented because in-person attendance is not yet available.

Identified Needs based on Findings:

SPSA Actions/Services:
 TOA coaching needs to be expanded to increase instructional practices schoolwide.
 Explore different approaches to ensure that tutoring is optimally successful.
 Continue implementing teacher collaboration time to determine if students' needs are being met and remedied through our system of multiple supports.

Opportunity and Equal Educational Access

Parental Engagement

Resources available for families to support their child(ren's) education and assist under-achieving students.

Oak Park will have a full time community aide focused on reaching out to parents for engagement in their child(ren's) education and providing access to community resources. We make tutoring available to students struggling with academics.

We employ several means of social media to reach out to families, including but not limited to school web page, Twitter, Peachjar, and Blackboard Connect.

All written and verbal communications to families are provided in English and Spanish.

Virtual workshops on a variety of topics (health & wellness, cyber-bullying awareness & prevention, accessing and utilizing Paper Education On-line Tutoring) will be provided to parents/families in spring.

Identified Needs based on Findings:

Parents request workshops on how to raise their children, support language development and awareness of virtual/on-line dangers.
Parents needs virtual access to parent workshops due to COVID restrictions - in-person gatherings.

Funding

Services provided by state and local funds that enable underperforming students to meet standards.

Supplemental Concentration funds support:

- Additional planning time and data analysis to design ELD lessons
- District provides a Resource Specialist Teacher (RSP) to support students with learning disabilities and a Bilingual Aide to service underperforming English learners.
- District provides a TOA to support instructional coaching in core instruction

Services provided by federal categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 supports:

- Instructional materials and software in Reading/ELA to meet students' individual instructional needs
- Discover Education PD and activities to reinforce STEM
- Tutoring for underperforming students and STEM activities after school.

Funding

- District provides Instructional Support Teacher to aid underperforming students by providing literacy intervention K-5.

Identified Needs based on Findings:

Implement intervention options to help struggling EL students including systems that could be implemented virtually.
Provide after school tutoring opportunities for students struggling or below grade level.
Provide continual EL PD to improve instruction.
Expand the core TOA's instructional coaching schoolwide

Stakeholder Involvement

Involvement of parents, community representatives, classroom teachers, other school personnel, students in secondary schools, SSC and ELAC members in the SPSA evaluation and development process.

In December 2021 and March 2022, SSC conducted progress monitoring of the SPSA actions and services to review implementation and outcomes. Most actions and services were substantially or fully implemented with the exception of in person parent workshops. In April 2022 virtual Teams workshops were provided.

In April 2022, ELAC met to discuss EL student needs and were provided an opportunity to give input. ELAC members asked questions about the data and requested where they could get more individualized student reports. They were referred to their child's teacher. Overall ELAC agrees with current actions and services. SSC evaluated existing actions and services and determined which actions to continue, discontinue, or modify based upon the outcome and needs of students.

In May 2022, SSC reviewed and approved the 2022-2023 SPSA.

Identified Needs based on Findings:

Oak Park will continue to include all stakeholders in the SPSA process. More participation from ELAC members is desired.

SWP Requirements

SWP Requirements: [ESSA section 1114(b)(7)] The SWP plan includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies:	DESCRIPTIONS OF HOW THE PROVISIONS WILL BE CARRIED OUT	TIMEFRAME(s)
Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards	Provide professional development to ensure teachers are making improvements in the area of Visible Learning campus-wide. PLCs are coordinating together to observe another grade-level, interview students on what the Learning Target and Success Criteria were and give the teacher feedback on the effectiveness of the lesson. Professional development is currently being tailored to teacher needs via ILT feedback and will be delivered by District TOAs. Ensure effective usage of ELD curriculum daily.	*Visible Learning PD Aug-May PLCs Aug -May ELD is provided daily, Aug-May
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum which may include programs, activities, and courses necessary to provide a well-rounded education	We are currently beginning our 5th year of RTI providing targeted instruction based on data gathered throughout the year. In addition students participate in STEM lessons and hands-on activities, including Discovery Ed. In support of VAPA, students will participate in Meet the Masters and after school art classes.	RTI Sept-April STEM Sept-May VAPA Oct-April
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards	PLCs meet bi-monthly to inspect, summarize, and prioritize state standards and discuss effective strategies and lesson plans. Students who are not making progress are offered tutoring. RSP provides services with more emphasis on working one-on-one directly on skills outlined in the student's IEP. EL students are serviced more directly in goal setting and awareness of individual levels and advancement requirements. An Instructional Support Teacher (IST) provides k-5 targeted literacy instruction, and an Instructional Support Aide provides targeted K-3 math supports.	PLC Sept.-April RSP, IST and Instructional Support Aide services are offered daily, Aug-May

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1: Students will demonstrate improved academic growth and achievement through access to high quality educators, academic programs, and instructional resources that increase engagement and unlock potential.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (ALL): Average Distance from Standard (DFS)	-16.5	>= -1.5
2018-2019 SBA Math (ALL): Average Distance from Standard (DFS)	-23.7	>= -13.7
MAP Growth Reading (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.51 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.7	>= 0
MAP Growth Math (ALL): Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.00 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
2021-2022 Household Participation Rate on Parent/Family Climate Survey	9%	>= 25%

Identified Need(s):	<ul style="list-style-type: none"> Walkthrough data indicates teachers need to continue addressing students' individual needs through small group instruction and systems such as RTI. IST intervention data show student progress in literacy skills and closing their achievement gaps. MAP data indicate growth in mathematics achievement (increased significantly for all and SED, increased for EL), therefore we want to continue focusing on numeracy. Teacher input and classroom observation data indicates teachers need to improve their knowledge and skillset in the area of visible learning. MAP data indicate 1st - 2nd grade students need to develop their reading comprehension and writing skills, and 3rd-5th grade students need to develop their reading comprehension skills and writing skills to improve summarizing, organizational writing and thinking skills. Parent input indicates a need to increase the number of families participating in workshops to support social emotional and academic needs.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1A Provide increased collaboration time for teachers to function as a PLC and monitor RTI <ul style="list-style-type: none"> • Certificated additional Hourly • Contracted Services 	Classroom visit data, grade level PLC feedback	All	ILT, Teachers, Principal	7,950	
1B Provide students access to technology for the purpose of differentiated instruction in a blended learning environment <ul style="list-style-type: none"> • Headphones • Subscriptions and instructional software (for instance Mystery Science) • Classroom amplifiers/microphones for teachers • Digital learning resources, computer adaptive instruction • Hover Cams, document cameras, TVs 	Classroom visit data to view devices being utilized, software data	All	ILT, Teachers, Principal	12,000	6,650
1C Provide parents with additional workshop opportunities to support their children's academic and social-emotional needs. <ul style="list-style-type: none"> • Child care, workshop materials • Certificated and classified additional hourly • Consultant and related fees 	Sign in sheets, parent surveys	All	Community Aide, Principal, EL TOA, Counselor	959	
1D Provide tutoring and after school STEM activities for the purpose of increasing academic achievement <ul style="list-style-type: none"> • additional hourly for certificated and classified • instructional materials 	Winter MAP	At promise students for tutoring 4th and 5th Grade (STEM)	Tutoring staff 4th and 5th grade teachers		1,000

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
<ul style="list-style-type: none"> Printing 					
1E Provide in class coaching and lesson modeling to support numeracy, effective math teaching strategies, and the use of Thinking Maps to improve summarizing, organizational writing and thinking skills.	Winter MAP	All	Core TOA, Teachers		
1F Provide professional development on Visible Learning to improve teacher efficacy <ul style="list-style-type: none"> certificated hourly contracted services 	Classroom visit data	All	Director of professional development, teachers		
1G- Increase access to a variety of literature to improve reading comprehension <ul style="list-style-type: none"> Online library Books for classroom and school libraries Online and hardcopy magazine subscriptions 	AR Reports #Books checked out	All	Principal, Secretary, Librarian	911	
Total Estimated Cost for This Goal:				21,820	7,650

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1a Academic Needs of ELs: English learners will demonstrate improved academic growth and achievement in writing.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA (EL): Average Distance from Standard (DFS)	-23.2	>= -8.2
2018-2019 SBA Math (EL): Average Distance from Standard (DFS)	-35.1	>= -20.1
MAP Growth Reading (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-0.82 (Excludes K-2 due to invalid Fall 2020 results)	>= 0
MAP Growth Language (EL): Avg Fall 2020 -to-Fall 2021 Conditional Growth Index (CGI)	-1.04	>= 0
MAP Growth Math (EL): Avg Fall 2020-to-Fall 2021 Conditional Growth Index (CGI)	-1.31 (Excludes K-2 due to invalid Fall 2020 results)	>= 0

Identified Need(s):	Smarter Balance and MAPS assessments show that our English learners need additional support in writing.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1a1 Provide planning time for teachers to design effective writing instruction for English learners including but not limited to Connect Ed (Wonders) ELD curriculum and effective ELD instructional strategies. <ul style="list-style-type: none"> Instructional materials Certificated hourly Printing costs 	Walk through observations and lesson plans. Student writing samples.	K-5 ELs with emphasis on in the emergent and expanding domains of the ELD standards for writing grades 3-5	Principal, teachers, EL TOA		

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Total Estimated Cost for This Goal:					

Planned Improvements in Student Performance

The SWP plan is developed based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. [ESSA section 1114(b)(6)]

LEA/School GOAL 1b Language Needs of ELs: English learners will demonstrate English language proficiency growth in their receptive language through the development of their reading comprehension skills.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2021 ELPAC	41.3%	>= 44.3%

Identified Need(s):	Written language should be our target area in language acquisition for ELs. Within written language, our greatest need is in the Reading domain where current EL students are mostly in the beginning to develop or somewhat developed area level of proficiency. According to 3 year ELPI data, current 4th and 5th grade students are making positive gains in English language development. However, a significant percentage of current 2nd, 3rd, and 4th grade students decreased in ELPI level with males in particular having a significant percentage that decreased. All grade levels continue to receive and materials from our EL TOA.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b1 Provide after school tutoring to improve students' Reading Comprehension <ul style="list-style-type: none"> certificated and classified hourly contracted services digital resource tool 	Winter MAP	ELs with emphasis on the expanding domain of the ELD standards for Reading Comprehension.	Classroom Teachers delivering tutoring		4,000
1b2 Provide professional development in the grade level domain of Reading for the purpose of improving EL Reading Comprehension including but not limited to our current ELD adoption and supplemental materials	Walk through observations and lesson plans, Winter MAP.	ELs in K-5	Principal, teachers, EL TOA		

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
1b3 Provide planning time for teachers to design lesson plans using the ELD standards to improve students' reading comprehension skills. <ul style="list-style-type: none"> teacher hourly 	Walk through observations and lesson plans, Winter MAP.	ELs in K-5	Principal, teachers, EL TOA		
Total Estimated Cost for This Goal:					4,000

LEA/School GOAL 2: Students will demonstrate grade level literacy skills by the end of 3rd grade.		
School Metrics/Indicators	Current Outcomes	Future Expected Outcomes
2018-2019 SBA ELA: % of 3rd Grade Students Scoring Standard Met or Exceeded	40.3%	>= 43.3%
2018-2019 SBA ELA: 3rd Grade Average Distance from Standard (DFS)	-27.2	>= -12.2
MAP Growth Reading: Average Fall 2020-to-Fall 2021 Conditional Growth Index (CGI) for K-3 By Grade Level	Fall Kinder to Fall 1st: Invalid for Fall 2020 Fall 1st to Fall 2nd: Invalid for Fall 2020 Fall 2nd to Fall 3rd: -1.38 Fall 3rd to Fall 4th: -0.63	>= 0 for each grade level
Fall 2021 MAP Growth Reading: % of Students At-risk of Not Reading at Grade Level by the End of 3rd Grade (by Cohort)	21-22 3rd Gr. Cohort: 27% 22-23 3rd Gr. Cohort (21-22 2nd Gr.): 16% 23-24 3rd Gr. Cohort (21-22 1st Gr.): 43% 24-25 3rd Gr. Cohort (21-22 Kinder): 28%	21-22 3rd Gr. Cohort(22-23 4th Gr.): 17% 22-23 3rd Gr. Cohort (22-23 3rd Gr.): 6% 23-24 3rd Gr. Cohort (22-23 2nd Gr.): 33% 24-25 3rd Gr. Cohort (22-23 1st Gr.): 18%

Identified Need(s):	MAP and walkthrough data indicates students in K and 1 need support to develop phonics and phonemic awareness and students in grades K-3 grade need to develop their reading comprehension and writing skills. Class visits and teacher input indicated the need that teachers need additional time to focus on Learning Targets and Success Criteria.
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2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
2 A Provide additional PLC time to focus on breaking apart standards, creating learning targets and success criteria and then looking at the success criteria to determine what activities, lessons, and assessments will be used to ensure mastery of that learning target for the purpose of increasing student literacy by grade 3.	IST data (MAP reading fluency and lexile data), Winter MAP	All K-3 students	Principal, teachers, ILT, TOA		

2022-23 Evidence-based Actions/Services	Metric(s) for evaluating Action/Service	Pupils to be served	Person(s) Responsible	2022-23 Estimated Cost	
				Title 1	SUPC
Provide targeted literacy instruction to close achievement gaps <ul style="list-style-type: none"> Certificated Hourly, IST 					
2 B Provide PD on Thinking Maps during admin. Wednesdays to improve summarizing and organizational writing and thinking skills for the purpose of increasing student literacy by grade 3.	Lesson Plans Walk through observations	All K- 3 students	Teachers, principal, TOA		
Total Estimated Cost for This Goal:					

Unfunded School Site Council Priorities

Actions/Services	Pupils to be served	Estimated Cost	Person(s) Responsible
1A Provide increased collaboration time for teachers to function as a PLC <ul style="list-style-type: none"> • Certificated hourly • Funding for Kindergarten Assistance 	All	\$10,000	Principal, SSC
1B Provide students access to technology for the purpose of differentiated instruction in a blended learning environment <ul style="list-style-type: none"> • Classroom amplifiers/microphones for teachers • Digital learning resources, computer adaptive instruction • TVs 	All	60,000	Principal, Secretary
1G Increase access to a variety of literature to improve reading comprehension <ul style="list-style-type: none"> • Books for classroom and school libraries • Online and hardcopy magazine subscriptions 	All	25,000	Principal, Secretary
Goal 1 New Action - Bikes/PE Equipment for preK, TK, K <ul style="list-style-type: none"> • Playground Equipment • Cricuit for staff use 	All	20,000	Principal, Secretary

Programs Included in this Plan

Federal Programs		Allocation
X	Title I, Part A: Allocation Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.	21,820
X	Title I, Part A: Carryover	
X	Title I, Part A: Parent and Family Engagement Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	959
X	Supplemental Concentration (SUPC) Allocation Purpose: To increase and/or improve services for English Learners, Foster Youth, and pupils meeting income requirements to receive a free or reduced-price meal (FRPM)	11,650
X	SUPC Carryover	
Total amount of state and federal funds allocated to this school		33,470
Total amount of state funds spent (SUPC)		11,650
Total amount of federal funds spent (Title I)		21,820
Total amount of state and federal funds spent		33,470
Balance		0

School Site Council Membership

The SSC shall be composed of

- 1) The principal, teachers (selected by teachers at the school), other school personnel (selected by other school personnel at the school);
- 2) Parents of pupils attending the school/community members (selected by such parents).
- 3) Parity between the two groups is required.
- 4) Alternate members may be included but they must have been voted in by the peers who they represent on the SSC.

Name	Position	Length of Term	Term Expires	Minimum Numbers
Gerald Mullins	Principal	Not Applicable	Not Applicable	1
Casey McPherson	Classroom Teacher	2 Years	2022	1
Latanya Davis	Classroom Teacher	2 Years	2023	1
Monica Rodriguez	Classroom Teacher	2 Years	2022	1
Yizel Sanchez	Other Staff Member (Specify):	2 Years	2022	1
Jeannette Alvarez	Parent/Community Member	2 Years	2023	1
Marsella Amador	Parent/Community Member	2 Years	2023	1
Monica Sanders	Parent/Community Member	2 Years	2022	1
Ana Rodriguez	Parent/Community Member	2 Years	2022	1
Cassandra Sanchez	Parent/Community Member	2 Years	2022	1

RECOMMENDATIONS AND ASSURANCES

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on 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.

This SPSA was adopted by the SSC at a public meeting on (enter date).

Attested:

Principal, Gerald Mullins on

SSC Chairperson, Casey McPherson on

Action Taken: Passed Failed No Action Taken
Abstained Select #

Vote Count: Select #

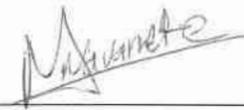
Ayes Select # Nays Select #

RECOMMENDATIONS AND ASSURANCES for Electronic Signatures due to COVID-19 Restrictions

Name of School: Oak Park

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee 
Electronic Signature

Other committees established by the school or district (specify) _____
Electronic Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. The SSC is submitting parent comments of dissatisfaction with the plan if applicable.
6. This SPSA is based on 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.
7. This SPSA was adopted by the SSC at a public meeting on: 5/5/2022

Attested:

Gerald Mullins
Typed name of School Principal


Signature of School Principal

5/5/22
Date

Casey McPherson
Typed name of SSC Chairperson


Electronic Signature of SSC Chairperson

5/5/22
Date