

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 27, 2012

**To:** Board of Education

**From:** Tony Smith, Superintendent  
Maria Santos, Deputy Superintendent  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2012/2013 CSSSP – Parker Elementary School

**Action Requested:**

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Parker Elementary School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

**Discussion:**

The Single Plan for Student Achievement builds on a premise that students are capable of learning with effective instruction, includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school improvement actions, directs resources where they will most directly improve student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated to student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

**State Programs**

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

**Federal Programs**

- Title I, Part A

**Recommendation:**

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Parker Elementary School.



**Community Schools Strategic Site Plan**  
*Single Plan for Student Achievement*

**School: Parker Elementary**

**6002091**

**School Year: 2012-2013**

# **COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)**

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Context & Vision

#### OUSD

**VISION:** All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

**MISSION:** Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

#### **GOAL AREAS:**

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

#### SCHOOL SITE

##### CONTEXT

Parker Elementary School is a school of excellence. This means Parker School recognizes its purpose as a school that complements and supplements the groundwork established in the first and primary place of education: the Home. Parker School seeks to further develop and enhance educational excellence by producing one focused Scholar at a time by every means necessary. Our goal is to educate the whole child: Body, Mind, and Soul. Our assignment is to be a catalyst and foundation to train generations that will provide leadership for our community and positively impact the world Parker Elementary is the home to Nationally Qualified, Certified and Extensively Experienced Staff of Teachers with the best interest of the students at heart. Because of our schools' priority, each staff member is fully certified with Oakland Unified School District and the state of California. Our qualified teaching staff, support staff and administrative staff are the most creative, innovative and dependable staff of professional educators. No other school rates or ranks in comparison to Parker Elementary School in teacher quality, experience and educational standards of results.

##### VISION

Parker Elementary endeavors to be the institution that rescues children - structuring effective strategies within the context of our community; focusing efforts, (back by purposeful action) on what we can control and using every opportunity to strengthen that capacity, engaging each child in powerful learning experiences - nurturing the potential of each Parker Scholar is our passion.

## **Accountable for Quality: Ensuring Thriving Students and Healthy Communities**

### **Strategic Priority: The Accountability Plan**

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

#### **The School Accountability Plan**

SSC, ELAC, staff parents (PTA), teacher leaders, and school partnerships will support in implementing and adjusting the site plan in order to ensure that we meet our goals as a school and as a district. Communication with staff and after-school programs to discuss student progress and implementation of the CSSP. Discussion with SSC and PTA regarding budget and program assessment will also support our school in meeting the needs of our students.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Parker Elementary

Principal: KOY HILL

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

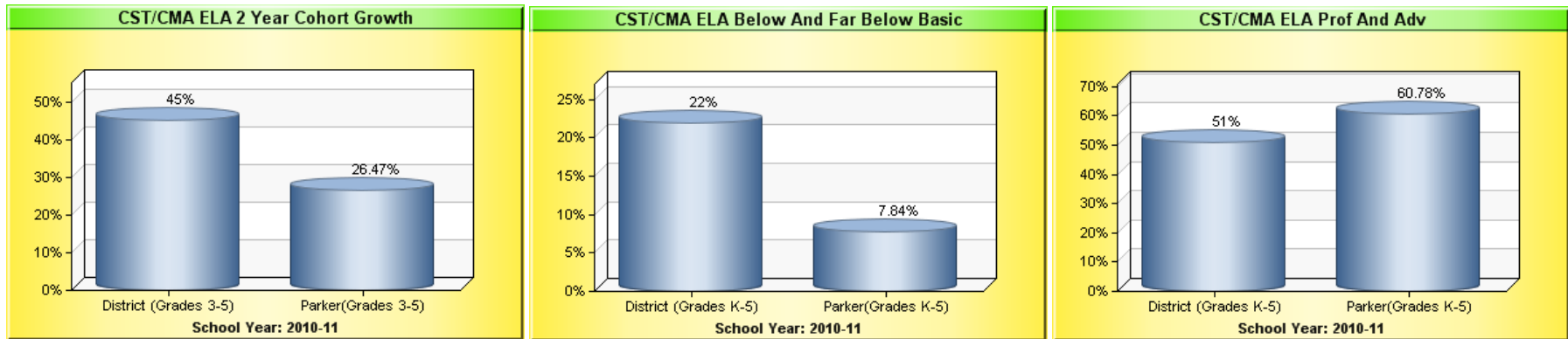
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



**School Data**

- Exceed AYP target of 68.5% for students and all significant subgroups performing at or above proficient in ELA.
- 100% of EL students will advance 1 proficiency level per year on CELDT; decrease ELA gap between African-American and Hispanic students.

**Data Analysis**

- Based on our 2010-2011 CST data we found that our P/A student % increased.
- Parker Elementary out performed the district average with 60.78% of students performing at or above proficient on the ELA CST.
- Approximately 26.47% of Parker Elementary students demonstrated 2 yr. academic growth according to the ELA CST.

**Theory Action**

- We analyze student data in PLC and improve teaching practice to meet student needs.
- We collaboratively plan and share best practices.
- We provide small group intervention (RTI).
- Implementation of reciprocal teaching strategies and culturally responsive strategies.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Practices ELA	District Assessments	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A3510	Provide for class-size reduction to increase student achievement.	7400-QEIA		K12TCH0270	0.42	\$33,057.99
Instructional Practices ELA	District Assessments	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A3511	Provide for class-size reduction to increase student achievement.	7400-QEIA		K12TCH0271	0.35	\$25,704.81
Instructional Practices ELA	District Assessments	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A3512	Provide for class-size reduction to increase student achievement.	7400-QEIA		K12TCH0637	0.3	\$24,273.34
Instructional Practices ELA	District Assessments	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A3513	Provide for class-size reduction to increase student achievement.	7400-QEIA		K12TCH1891	0.25	\$21,425.02
							Provide teacher					



Instructional Practices ELA	CST	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A2261	extended contracts so they can have grade level collaboration, peer tutoring and share best practices around differentiated instruction.	3010-Title I	1120-TEACHERS SALARIES STIPENDS		0	\$5,000.00
Instructional Practices ELA	CELDT	English Learners	August - June	Principal	4/6/2012	144SQ11A2262	EEIP teacher will provide small group and individual intervention support EO and EL students performing below benchmark.	7091-EIA - LEP		TCEEIP0054	0.119	\$8,030.78
Instructional Practices ELA	District Assessments	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A2263	EEIP teacher will provide small group and individual intervention support EO and EL students performing below benchmark.	7090-EIA - SCE		TCEEIP0054	0.28	\$18,895.95
Instructional Practices ELA	CST	GATE	August - June	Principal	4/6/2012	144SQ11A2264	GATE summer program; Bishop O'Dowd Academic Enrichment Program.	N/A			0	\$0.00
Instructional Practices ELA	CST	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A2265	Fund Academic Mentors to implement a structure of tiered intervention support for students not performing at Benchmark.	N/A			0	\$0.00
Instructional Practices ELA	District Assessments	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A2266	Continue seamless school day and after school support for students performing below grade level.	N/A			0	\$0.00
Instructional Practices Math	CST	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A2267	Individual learning profiles developed for students with serious math gaps.	N/A			0	\$0.00
Instructional Practices Math	CST	GATE	August - June	Principal	4/6/2012	144SQ11A2269	GATE summer program; Bishop O'Dowd Academic Enrichment Program	N/A			0	\$0.00
Leadership Practices	CST	All Students	August - June	Principal	4/6/2012	144SQ11A2275		N/A			0	\$0.00
Organizational Practices	Suspension/Expulsion Data	All Students	August - June	Principal	4/6/2012	144SQ11A2277	Fund psychologist to work with students who otherwise are hindered from successful learning experiences due to socio-emotional issues.	3010-Title I		PSYCHL0037	0.1	\$7,910.34

Organizational Practices	District Assessments	Pre-Kindergarten	August - June	Principal	4/6/2012	144SQ11A2279	Provide classroom visits and open houses for pre-K and incoming Kindergarten families	N/A			0	\$0.00
Organizational Practices	CST	All Students	August - June	Principal	4/6/2012	144SQ11A2284	Fund a STIP Teacher ...	3010-Title I		TCSTIP0313	1	\$35,925.73
Organizational Practices	Use Your Voice Survey	All Students	August - June	Principal	4/6/2012	144SQ11A2296	Provide refreshments for parent meetings and workshops	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$723.32
Organizational Practices	District Assessments	FBB, BB and BAS	August - June	Principal	4/6/2012	144SQ11A2297	Purchase supplemental instructional material and supplies to support increased academic achievement for students performing below benchmark	3010-Title I	4310-SUPPLIES		0	\$44.67
Organizational Practices	District Assessments	All Students	August - June	Principal	4/6/2012	144SQ11A2300	Purchase supplemental instructional material and supplies to support increased academic achievement for students performing below benchmark	7400-QEIA	4310-SUPPLIES		0	\$9,038.83
Organizational Practices	CELDT	English Learners	August - June	Principal	4/6/2012	144SQ11A2301	Purchase supplemental instructional material and supplies to support EL students with language acquisition	7091-EIA - LEP	4310-SUPPLIES		0	\$57.14
Organizational Practices	District Assessments	All Students	September - June	Principal	4/6/2012	144SQ11A2303	Fund field study tours relevant to student curriculum to supplement classroom instruction and provide out of classroom experiences	N/A			0	\$0.00
Provide computer lab time for students to work on supplemental ELA software to improve academic achievement.	CST	FBB, BB and BAS			4/6/2012	144SQ11A3523	Provide intervention for students in ELA in the computer lab.	3010-Title I	5825-CONSULTANTS		0	\$2,399.00
Provide computer lab time for students to work on supplemental ELA software to improve academic achievement.	CST	FBB, BB and BAS			4/6/2012	144SQ11A3524	Provide intervention for students in ELA in the computer lab.	7090-EIA - SCE	5825-CONSULTANTS		0	\$6,500.00
Provide supplemental												

instructional materials to enhance classroom instruction.					4/6/2012	144SQ11A3527	Purchase supplemental books for classroom use.	7090-EIA - SCE	4200-BOOKS-OTHER THAN TEXTBOOKS		0	\$387.24
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## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Parker Elementary

Principal: KOY HILL

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

#### From OUSD Strategic Plan:

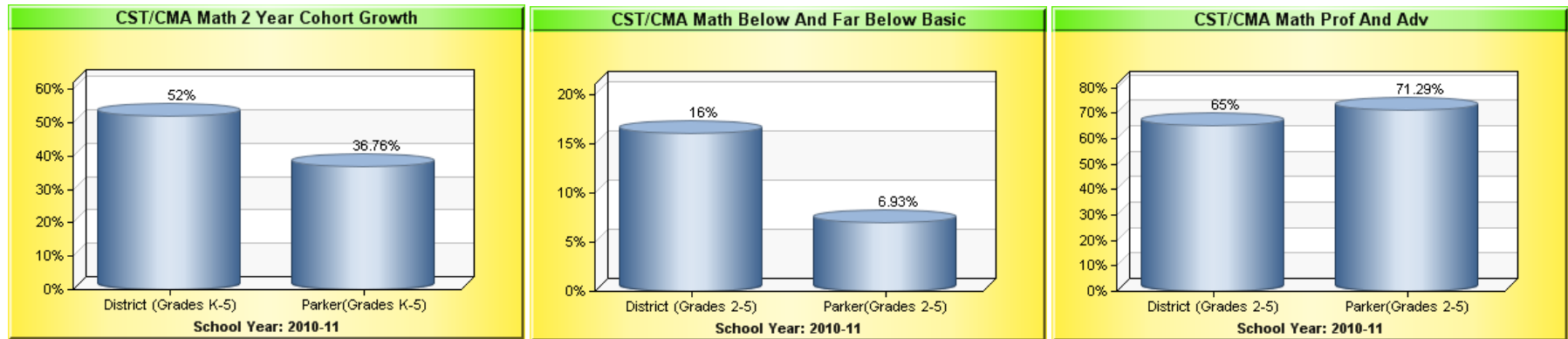
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

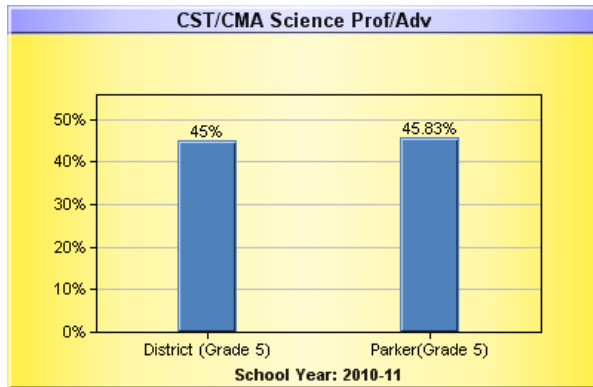
#### District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

#### School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





**Data Analysis**

- Based on the 10-11 CST Math data, we found that the percentage of Proficient and Advanced students increased to 71%.
- Based on the 20-11 CST data, we found that out fifth graders scored at 45.83% proficient or advanced; compared to the district average of 45%.
- Parker Elementary out performed the district average with 71.29% of students performing at or above proficient on the MATH CST.
- Approximately 36.76% of Parker Elementary students demonstrated 2 yr. academic growth according to the Math CST.

**Theory Action**

- Apply for the Science/Literature cohort so teachers can improve science instruction and literacy intergration.
- Monthly staff meetings focusing on science, literacy strategies, and instructional planning.
- We will use project-based learning integrating math, science, and technology. To engage students, teach higher level skills, and problem solving skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Practices: Math	District Assessments	All Students	August-June	Principal	4/2/2012	144SQ1B3311	Examing student work via "cycle of inquiry"	N/A			0	\$0.00
Instructional Practices: Math	District Assessments	All Students	August-June	Principal	4/2/2012	144SQ1B3309	Examining student work via "cycle of inquiry"	N/A			0	\$0.00
Instructional Practices: Math	CST	FBB, BB and BAS	August-May	Principal	4/2/2012	144SQ1B3317	Implementation of a structure of tiered intervention support	N/A			0	\$0.00
Instructional Practices: Math	CST	FBB, BB and BAS	August-May	Principal	4/2/2012	144SQ1B3321	Individual learning profiles developed for students with serious math gaps	N/A			0	\$0.00
Instructional Practices: Math	CST	FBB, BB and BAS	August-May	Principal	4/2/2012	144SQ1B3324	Supplemental math curriculum to support students having difficulty learning concepts	N/A			0	\$0.00
Instructional Practices: Math	CST	All Students	August-May	Principal	4/2/2012	144SQ1B3331	Implementing various formative assessments, e.g. daily exit tickets, math facts, K-5	N/A			0	\$0.00
Instructional practices: Math	District Assessments	All Students	August-June	Principal	4/2/2012	144SQ1B3336	Incorporating CCRLT strategies. Teachers participate in demo lessons and observations.	N/A			0	\$0.00
Instructional Practices:	District	All	August-				Teachers attend CCRTL					

Math	Assessments	Students	June	Principal	4/2/2012	144SQ1B3339	workshops (annual updates)	N/A			0	\$0.00
Instructional Practices: Math	District Assessments	FBB, BB and BAS	August- June	Principal	4/2/2012	144SQ1B3348	Review key planning documents(content standards, OUSD pacing guide, CST blueprint). Teachers develop curriculum focus.	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority C. Transitions & Pathways PreK-12

School: Parker Elementary

Principal: KOY HILL

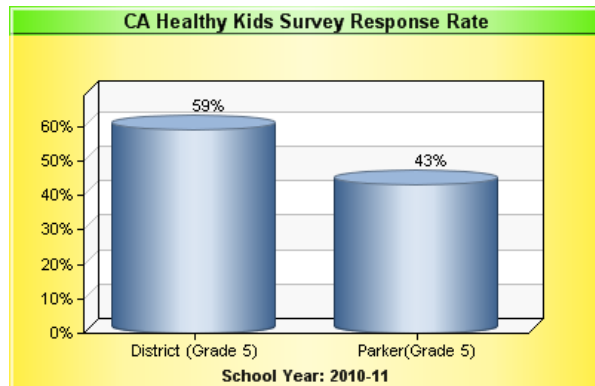
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority D. College, Career & Workforce

School: Parker Elementary

Principal: KOY HILL

#### School Quality Standards relevant to this Strategic Priority

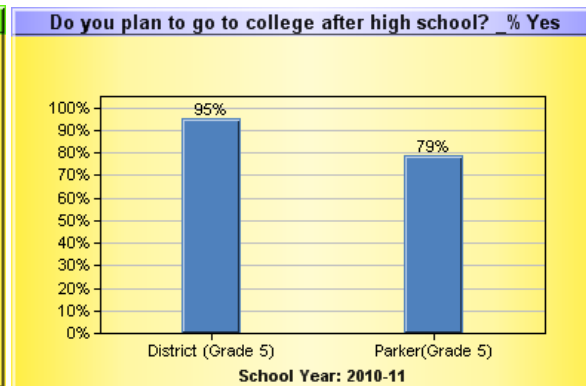
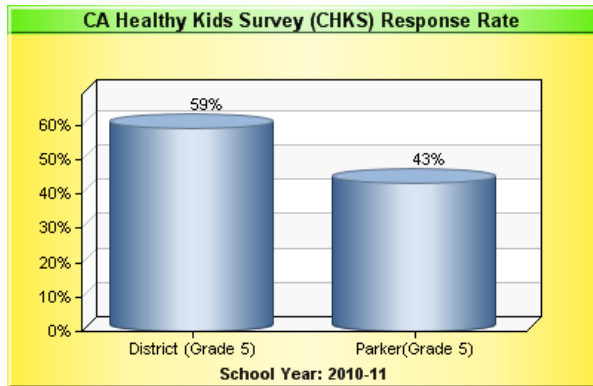
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

#### From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)





## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority E. Accelerating Students through Targeted Approaches\* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Parker Elementary

Principal: KOY HILL

#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

#### From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority F. Extending Learning Time

School: Parker Elementary

Principal: KOY HILL

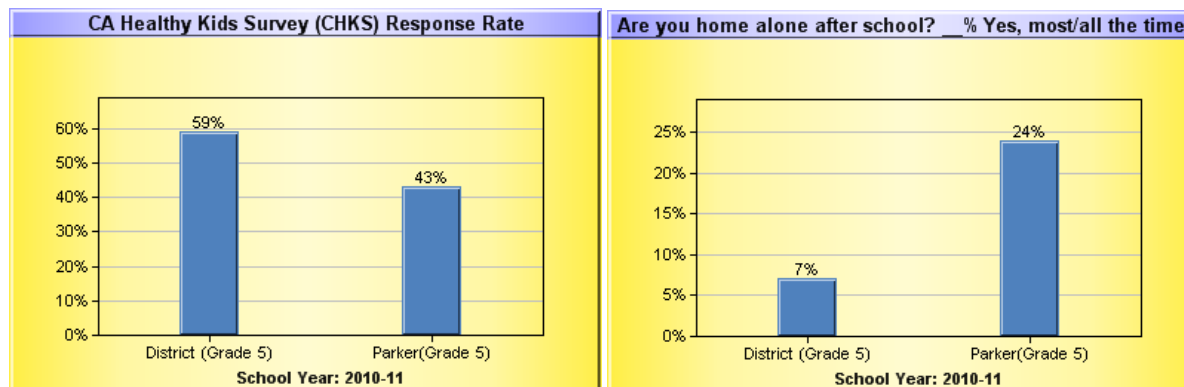
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

#### From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Parker Elementary

Principal: KOY HILL

School Quality Standards relevant to this Strategic Priority  
A quality school...

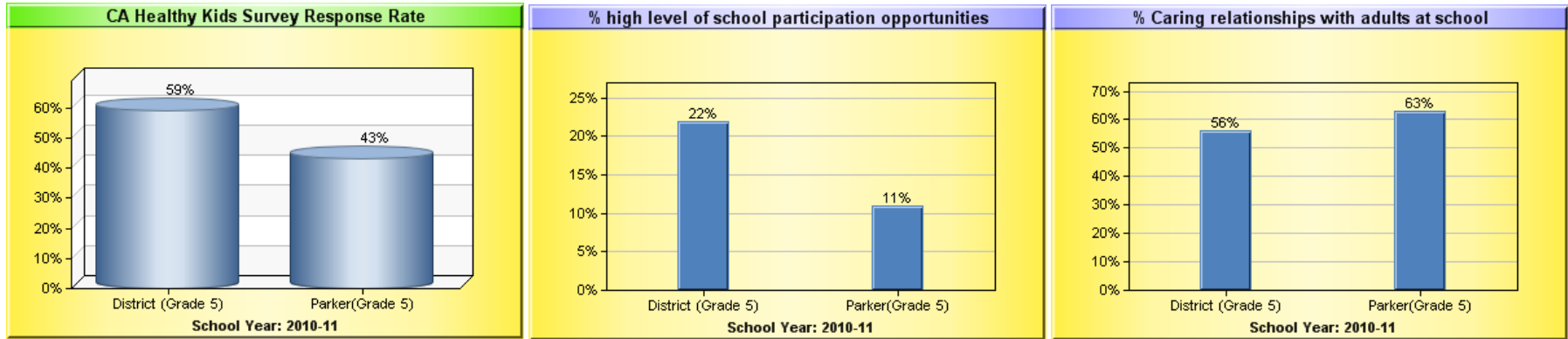
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

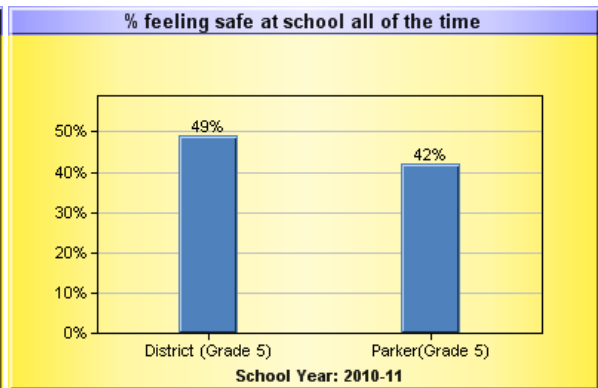
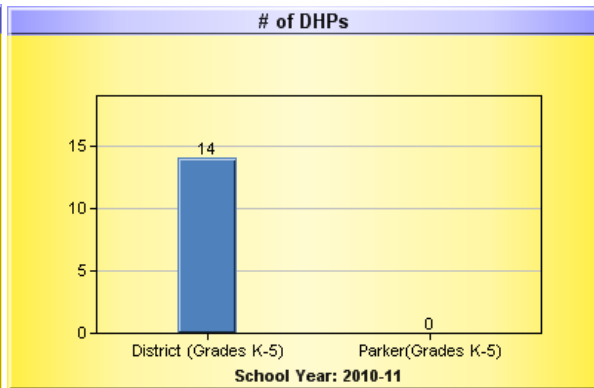
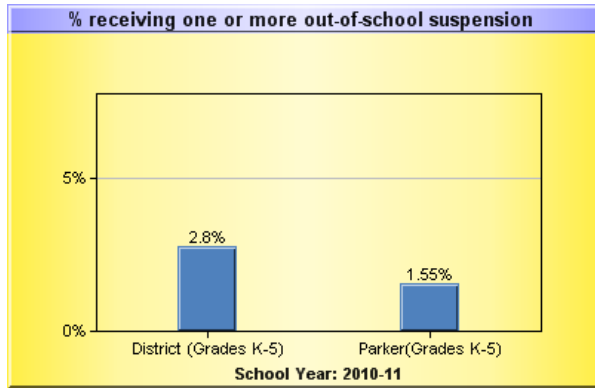
**From OUSD Strategic Plan:**

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

**District-level Goals**

- Reduce Disciplinary Hearing Process referrals by 20%





Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
School-wide implementation of Caring Schools Community as a climate curriculum where students and teachers take time to listen to needs and worries, and collaborate to find solutions.	Site Performance Assessments, District Benchmarks, CST	All Students	All Year	CSC Leadership Team	4/29/2012	144SQI2A4010		N/A			0	\$0.00
Develop a climate that nurtures academic and social development.	District Assessments	All Students	All Year	ILT	4/29/2012	144SQI2A4011		N/A			0	\$0.00

## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority B. Health & Wellness

School: Parker Elementary

Principal: KOY HILL

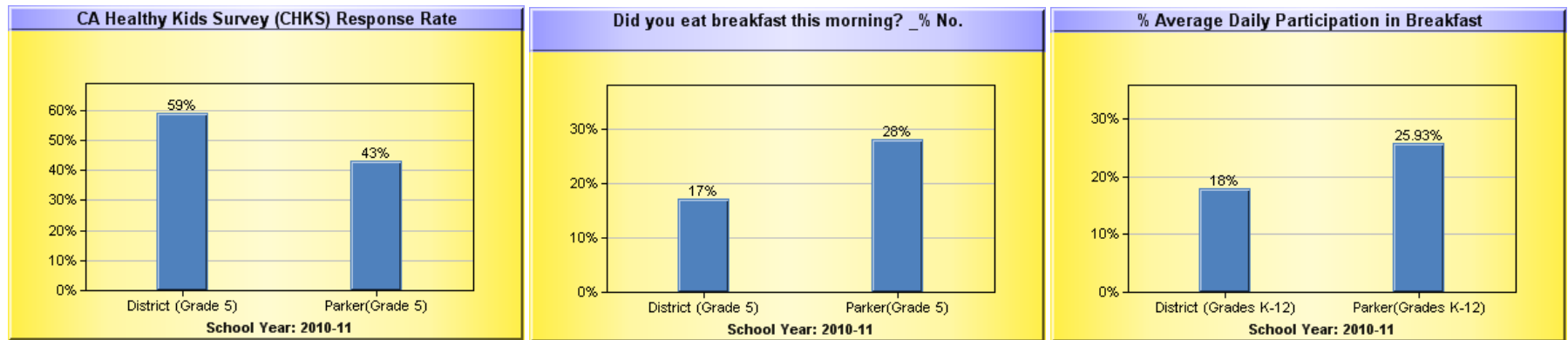
#### School Quality Standards relevant to this Strategic Priority

A quality school...

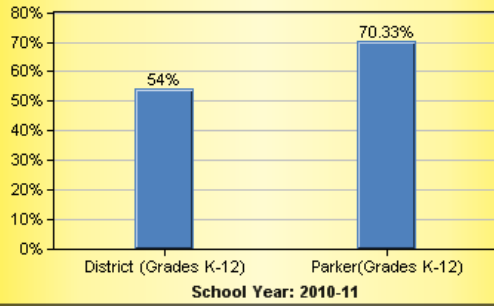
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

#### From OUSD Strategic Plan:

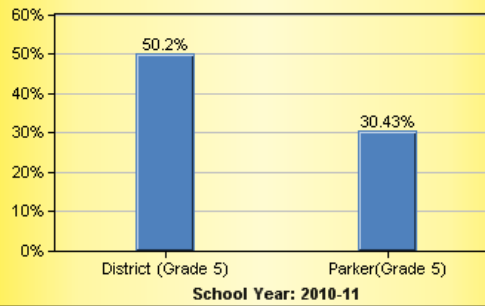
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.



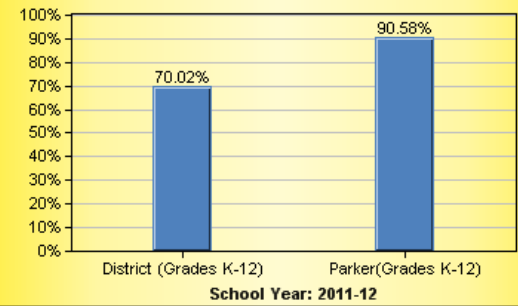
**% Average Daily Participation in Lunch**



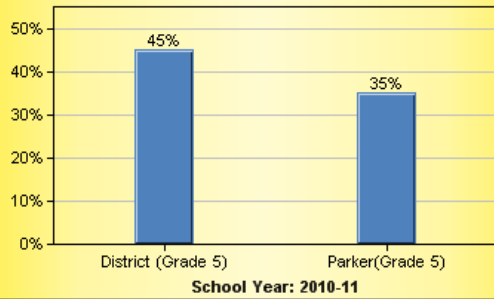
**% in Healthy Fitness Zone for body composition**



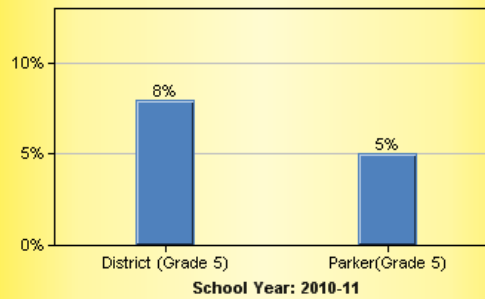
**Free/Reduced Lunch %**



**# days/week exercise, dance, or play sports? % 6 or 7 days.**



**% drinking alcohol in past month**



## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Parker Elementary

Principal: KOY HILL

#### School Quality Standards relevant to this Strategic Priority

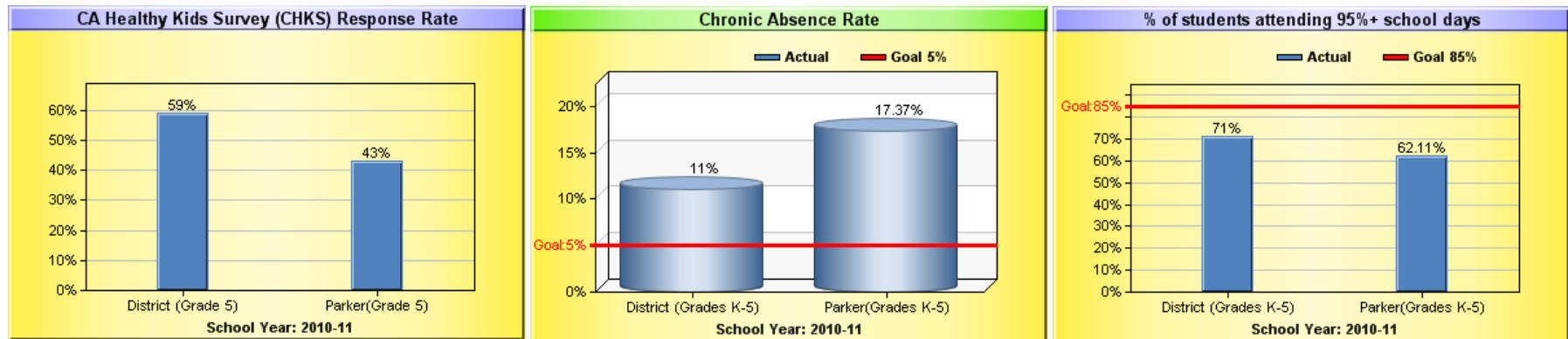
A quality school...

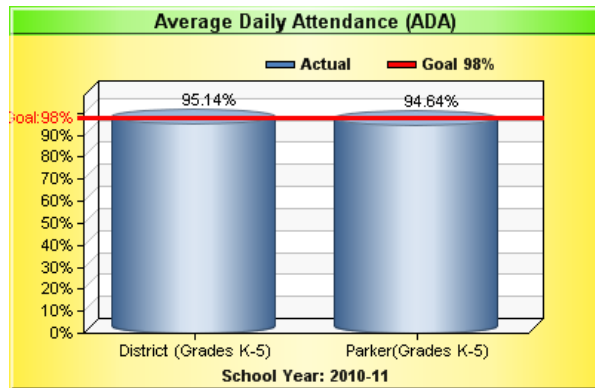
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

#### From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





#### School Data

- Based on the 10-11 data, we found that 17% of our students are chronically absent.

#### Data Analysis

- Highest chronic absence was seen with African American Males
- Parker Elementary ADA(94.64%) is less than the district average ADA(95.15%)

#### Theory Action

- Focus on outreach and education for our parents/guardians of the chronically absent students.
- Provide incentives to students/classes for improved attendance.
- Recognize attendance like we recognize academic achievement.
- Partnership with Oakland Housing Authority to reduce chronic absence.
- SART team.



## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

### Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Parker Elementary

Principal: KOY HILL

#### School Quality Standards relevant to this Strategic Priority

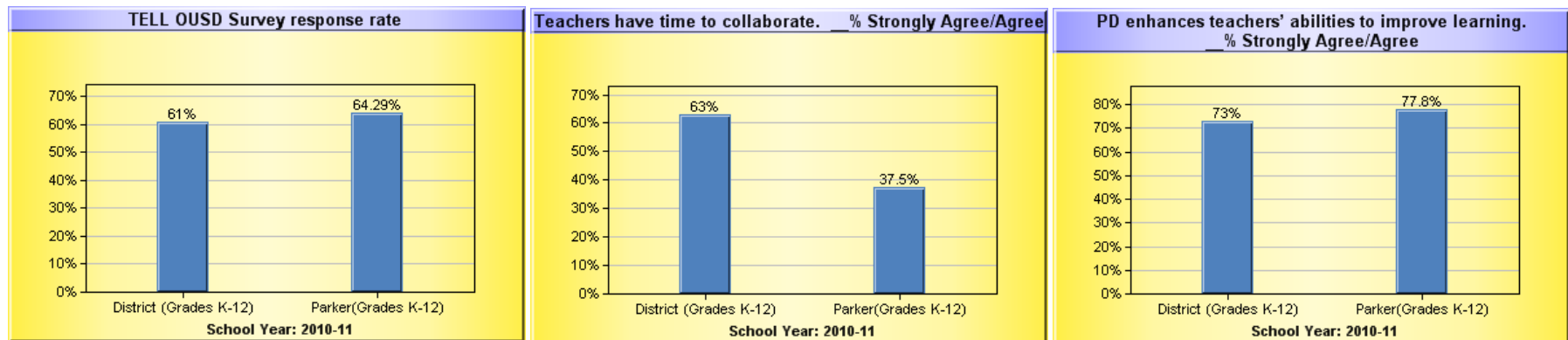
A quality school...

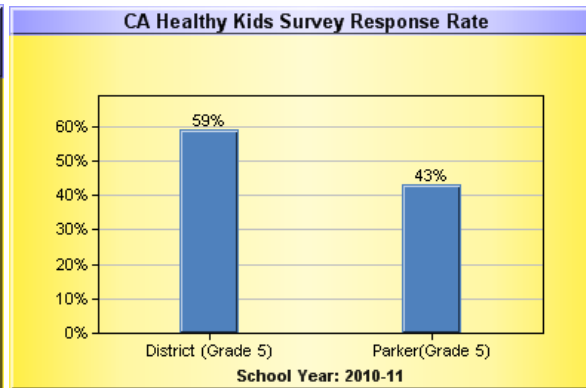
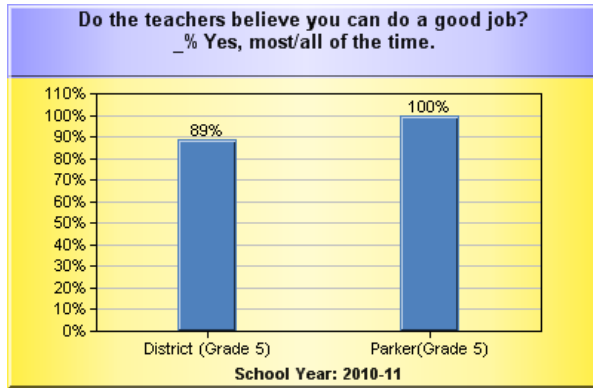
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

#### From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





**Theory Action**

- PLC's to analyze data and to determine next steps.
- PLC's to collaborate and share best instructional strategies.

## School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

### Strategic Priority A. Family & Community Engagement

School: Parker Elementary

Principal: KOY HILL

**School Quality Standards relevant to this Strategic Priority**

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

**From OUSD Strategic Plan:**

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Mail out information to parents about school events and student achievement.					4/6/2012	144SQI4A3525	Postage for school mailings.	9901-Title I - Parent Participation	5910-POSTAGE		0	\$450.00

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Parker Elementary

Principal: KOY HILL

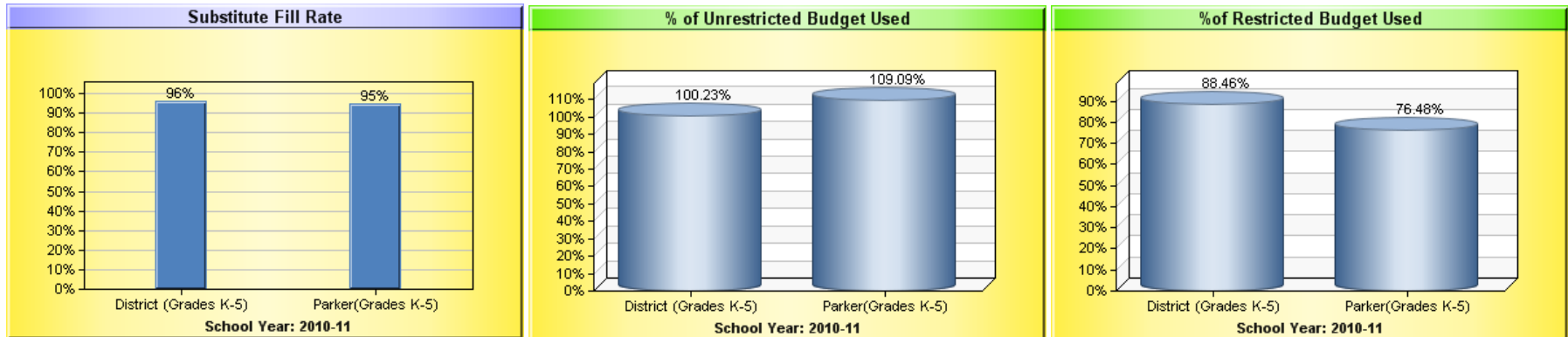
#### School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

#### From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Type into the gray boxes, then print and sign.

**ASSURANCES  
2012-2013**

**School Site: Parker  
Site Number: 144**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school 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.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on **May 9, 2012**.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on **May 9, 2012**.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

  
\_\_\_\_\_  
SSC Chairperson's Signature

Aida Olvera  
\_\_\_\_\_  
SSC Chairperson's Name (printed)

5/9/12  
\_\_\_\_\_  
Date

\_\_\_\_\_  
ELAC Chairperson's Signature

\_\_\_\_\_  
ELAC Chairperson's Name (printed)

\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Principal Signature

Koy Hill  
\_\_\_\_\_  
Principal's Name (printed)

5/9/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Executive Officer's Signature

Kimi Kean  
\_\_\_\_\_  
Executive Officer's Name (printed)

5/11/12  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Director, State & Federal Compliance Signature

Suzana Ramirez  
\_\_\_\_\_  
Director, State & Federal's Name (printed)

6/8/12  
\_\_\_\_\_  
Date

## School Site Council Membership Roster – Elementary School

**School Name:** Parker Elementary                      **School Year** 2011-2012

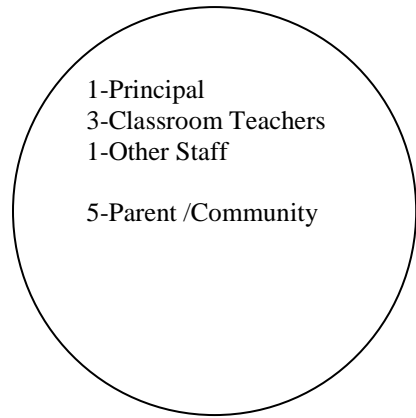
<b>Chairperson:</b> Aida Olvera	<b>Vice Chairperson:</b> Alicia Martinez
<b>Secretary:</b> Aminah Adcock	<b><u>DAC Representative:</u></b>

Members' Names	Address	Check Appropriate Representation			
		Principal	Classroom Teacher	Other Staff	Parent/Comm
Koy Hill		X			
Alicia Martinez			X		
Nehseem Mehrizi			X		
Kathryn Mapps			X		
Beatriz Acosta				X	
Aminah Adcock					X
Veronica Ramirez					X
Waquilla Brown					X
Aida Olvera					X
Gloria Garcia					X
<b>DAC Representative</b>					
Home Ph.	Email:				

<b>Meeting Schedule</b>	<b>3<sup>rd</sup> Wednesday of each month 1:30 in Room 7</b>
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**SSC Legal Requirements:**

- (1) Members MUST be selected/elected by peer groups;
- (2) There must be an equal number of school staff and parent/community members;
- (3) Majority of school staff membership must be classroom teachers;
- (4) Parent/community members cannot be OUSD employees at the site.



Parker Elementary School  
Title I School Parental Involvement Policy 2011 - 2012

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

Parker Elementary School agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- Accessibility: parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

**Building Parent Capacity for Involvement**

Parker Elementary School engages 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, and build capacity for parent involvement, it does the following:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
  - Annual Title I Meeting in the Fall
  - Monthly SSC meetings
  - Date With Data Grade Level Meetings
- 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
  - The State of California's academic content standards
  - The State of California's student academic achievement standards
  - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - Academic proficiency levels students are expected to achieve

- The requirements of the Title 1 Program
- How to monitor their child's progress

These topics are covered in a variety of ways:

- Back to School Night in the fall
- Grade Level Parent Meetings
- Dispersal of the Parent Guide to OUSD
- Date with Data Evenings
- Annual Title I meeting
- Parent Trainings

- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
  - Individual parent conferences
  - Grade Level parent meetings at least twice a year
  - Monthly newsletters
  - Monthly updated current contact information for all families
- 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
  - Professional Development topic
- 5) Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.
  - Family Literacy Night
  - Math Night
  - Science Night
  - Family Activity Nights
  - Grade Level Parent meetings
- 6) Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.
  - Back to School Night
  - Annual Title I Meeting
- 7) Provides support, during meetings, for parental activities requested by Title I Program parents.
  - Grade Level Parent Meetings
  - Individual Parent Conferences
  - COST team meetings for referred students



- SST meetings for individual targeted students
- 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

### **Annual Title I Meeting**

- 1) Parker Elementary School will convene an annual Title I meeting to inform parents of the following:
- That the school participates in the Title 1 Program
  - How the school implements the Title I Program
  - The requirements of the Title 1 Program
  - The parents' right to be involved
  - The parents' right to participate in the development of the District's Title 1 Plan

### **School-Parent Compact**

Parker Elementary School has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The compact was approved by SSC.

### **Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

- Inclusion in the Parent Handbook
- Policy presented for review

This policy was adopted by the Parker Elementary School Site Council in 2011 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before October 1, 2011. It will be made available to the local community on or before October 1, 2011. The Parker Elementary School's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Student \_\_\_\_\_

Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Parker Elementary School  
"In Search of Excellence by Every Means Possible"

### School/Home Agreement

The staff at Parker Elementary School guarantees to have your child, a Parker Scholar performing (socially and academically) at grade level in **READING/LANGUAGE ARTS and MATHEMATICS**, within three years of their enrollment. This agreement supports success when the following conditions are met:

#### By School Administration

*We pledge to:*

- \*Maintain high standards for all students
- \*Welcome and treat parents with respect
- \*Maintain regular communication between school and home
- \*Respond to requests for information
- \*Provide a safe, clean learning environment
- \*Maintain a process to insure that regular information is shared with you about child's progress
- \*Provide support for additional resources your child may require

\_\_\_\_\_  
Principal

#### By Teachers

*We pledge to:*

- \*Maintain regular communication between classroom and home regarding child's progress, classroom practices, and programs
- \*Maintain high expectations for all students
- \*Follow District curriculum as outlined
- \*Develop and maintain classroom management that supports respect to/for all, and teaching and learning at all times
- \*Provide a safe and caring learning environment that supports students to take responsibility for their own behavior and learning
- \*Work to meet the individual needs of students

\_\_\_\_\_  
Teacher

### **By Students**

*We Pledge to:*

- \*Take responsibility for my own behavior at all times
- \*Respect myself, other people and our school community at all times
- \*Follow classroom and school rules
- \*Use school time to learn and work cooperatively
- \*Speak up against bullying and all unkind behavior
- \*Complete all assignments, including homework, on time
- \*Take full advantage of every opportunity to  
**do and be** the very best I can

---

Student

### **By Parents**

*We Pledge to:*

- \*Get my child to school on time every day
- \*Make sure my child is well-rested, nourished  
and ready to learn
- \*Provide a quiet place and time for homework **every day**
- \*Assist and review homework with my child
- \*Keep informed about teacher's expectations and support  
my child to meet and complete all requirements.
- \*Return required information on time
- \*Keep Office informed of any change in information  
so emergency card for my child is always current
- \*Respond promptly to messages and requests about my child
- \*Attend Back-to-School night, parent-teacher-student conferences,  
Open House, and other school events.
- \*Actively participate in at least one school activity a year
- \*Post School Discipline Policy and review it on a regular basis  
with my child
- \*Make sure my child understands School's policy and consequences of  
inappropriate behavior
- \*Make sure that my child dresses in a manner consistent with the District  
Dress code and the Parker School Uniform policy
- \*Review the contents and sign this AGREEMENT with my child; then return it  
to the teacher within 1 week.

---

Parent

*Thank you for joining us in this commitment to the success of your child*