OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
             Allen Smith, Chief of Schools
             Vernon Hal, Senior Business Officer
             Ruth Alahydoian, Chief Financial Officer
             Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Parker Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site 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 SPSA 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 academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

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

  ➢ Title I Schoolwide Plan
  ➢ After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Parker Elementary School.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

2016-2017 Single Plan for Student Achievement (SPSA)

School:	**Parker Elementary School**
CDS Code:	1612596002091
Principal:	Koy Hill
Date of this revision:	5/18/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

Contact:	Koy Hill	**Position:**	Principal
Address:	7929 Ney Avenue	**Telephone:**	510-879-1440
	Oakland, CA 94605		koy.hill@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

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

[X] Title I Schoolwide Program	[X] Local Control Funding Formula (LCFF) Base Grant	
[ ] Title I Targeted Assistance Program	[X] LCFF Supplemental Grant	[ ] 21st Century
[X] After School Education & Safety Program (ASES)	[X] LCFF Concentration Grant	

The School Site Council (SSC) recommends this comprehensive Single Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.

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 requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: _May 18, 2016_

6. The public was alerted about the meeting(s) through one of the following:

   [X] Fliers in students' home languages   [ ] Announcement at a public meeting   [ ] Other (Notices, Media Announcements, etc.)

Signatures:

	Signature	Date
Parker Elementary and Middle School Print name of School Principal		5/18/16
Aida M. Olvera Print name of SSC Chairperson		may 18th 2016
Wesley Jacques Print name of Network Superintendent		5/26/16
Ruth Alahydoian Ruth Alahydoian, Chief Financial Officer		5-26-16

SPSA Engagement Timeline (SSC, ILT, and Target Group Engagement)

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

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	*SSC*	*Shared rationale and overview of site plan.*
11/1/2015	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/1/2015	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
12/5/2015	*Faculty & SSC combined*	*Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.*
2/4/2016	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*

TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
9/29/2015	Parents	Review of the School Plan 2015-6 at Annual Title I Meeting
12/9/2015	SSC	Review of School Plan, making modifications for 2015-6, and determining which practices are most effective
1/20/2016	SSC	Develop priorities and budget for School Plan 2016-7, Budget Review was also held on 2/10/16
2/9/2016	Instructional Leadership Team	Work Session to list teacher, leadership and organization practices for School Plan
4/26/2016	Instructional Leadership Team and Faculty	Feedback on planned strategies and activities for School Plan 2016-7
5/18/2016	SSC	Feedback on the written narrative

2016-2017 Final Budget

Programs Included in This Plan

The School Site Council intends for this school to participate in the following programs:

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Discretionary #0000**	$98,757.25	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$186,706.48	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$25,000.01	TBD
After School Education and Safety Program (FTE Only **… ASES #6010**	$96,879.17	TBD
TOTAL:	**$407,342.91**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$75,518.71	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$1,935.84	TBD
21st Century Community Learning Centers (FTE only) **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$77,454.55**	**$0.00**

ABOUT THIS SCHOOL

School Description

Parker Elementary and Middle School is a respectful, responsible, and caring community of students, families, staff and partners. We prepare our students for academic, social and emotional success in high school, college, and beyond thereby cultivating engaged and responsible citizens.

School Mission and Vision

Expect Success: Community Schools - Thriving Students

1. Build community and connect those communities so resources are maximized on behalf of children and families.

2. Ensure a caring and high quality teacher in every classroom by caring for and developing the teachers we have.

3. Articulate an Oakland-wide vision, and set of expectations, for all 18-year-olds in our city.
Parker Elementary and Middle 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 places a high value on academic excellence. Students at Parker must reach Proficiency in core subject arrears (Math and English Language Arts Our curriculum is aligned with Common Core Standards. We strive to inspire our students to explore the world around them by creating a safe environment so students can appreciate education. Differentiated learning helps all children gain the tools, skills, and resources necessary to understanding and be successful members of society as they grow, mature, and develop.

Parker is a true community, in which teacher, staff, after-school staff, parents, and children all work together to develop a quality program for every child. Parker's programs emphasize good work ethics and responsibility both social and academic. The staff at Parker teaches and models good leadership skills, empathy, and cooperation. Students are provided with opportunities to take an active role in both the school community and the community beyond the school grounds.

As part of Parker's commitment, we salute and celebrate the highly diverse community of students, families, and staff that comprise Parker. As part of our focus on building links between home and school culture, we encourage all members of our community to contribute to and participate in multicultural events, interactive cultural activities, and assemblies.

MAJOR IMPROVEMENT PRIORITIES

Major Improvement Priority #1:	Balanced Literacy
Major Improvement Priority #2:	Mathematics/Science NGSS
Major Improvement Priority #3:	Health and Wellness

MAJOR IMPROVEMENT PRIORITY #1:   Balanced Literacy

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

Student Performance Strengths	Student Performance Challenges
SRI growth Score increased from from Red Performance Band to Blue Performance Band according to SPF	SBAC ELA, 81.6% of students not at grade level
We exceeded our goal for SRI growth for 14-15 school year	SBAC Math, 87.8% of students not at grade level
Our LI students grew 9.5% on the SRI	

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Focus on non-fiction text and access to grade level complex text
Increased utilization of technology(Digital Curriclum) to support literacy development
Intigration of after school instructors to day school literacy time

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

New students lacking language development skills and the need to build conceptual understaning(mastery) of the Common Core Standards.Addtional professional development is needed to ensure school leaders and teachers understand the common core shifts in ELA, outlined in the CCSS's. Alignment of classroom instruction to the CCSS's will help ensure students are better equipped to meet the demands of these performance assessments. Understanding of Depth of Knowledge (DOK) and time to design, implement and assess these tasks is necessary for students to begin mastery of these tasks.

STUDENT PERFORMANCE GOAL(S) for Priority #1

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	100 % of students will increase reading levels each trimester measured by Fountas and Pinelle and SRI (2nd - 7th)/ Dibels (K-1).	SRI	All Students	33.10%	40%	50%	3: Students are reading at or above grade level.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	Students who are approaching or at grade level will increase their F & P reading level by 1 or more reading levels per trimester.	F&P	Low- Income Students	0.5	1	1	3: Students are reading at or above grade level.
Academic	Student in 2nd - 7th will increase the at or above grade level band by 10 or more percentage points in SRI.	SRI	Low- Income Students	31.10%	40%	45%	3: Students are reading at or above grade level.
Academic	Lowest Performing Racial/Ethnic group who are approaching or at grade level will increase their SRI socre per year .	SRI	African- American Students	26.80%			3: Students are reading at or above grade level.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority:	**Teachers model and use differentiated instruction to improve academic performance in ELA by reading non fiction complex text, and writing with evidence across the curriculum using a balanced approach of differentiation to meet the needs of all students.**

KEY PRACTICES FOR PRIORITY #1

Teaching Practices	Leadership Practices	Organizational Practices *People I Teams I Time I Resources*
Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	Provide targeted PD, Observation and Feedback, and supplemental instructional materials to improve academic progress.	.Proffesional Learning Comminuties, Proffesional Development, Balanced Literacy Supplemental Supplies
Teachers will use Guided Reading, daily conferring, and writing to improve acedemic performance.	Provide teacher extended contracts so they can have grade level collaboration, peer tutoring, school culture meetings, and share best practices around differentialed instruction,	An academic mentor and STIP Sub to provide tiered intervention support for students not performing at grade level.
Teachers will backwards map the CC standards.	Apiranet tutoring program for our most at risk students	Availability of equipment for instructional materials
Teachers will use collaboration time to analyze data, develop lesson plans, and create rubrics.	Provide substitutes so that teachers may attend professional development and work on special projects	The after school progam will align with our school program to support small group literacy instruction and math conceptual learning.

Teachers will use differentiated instruction to meet the needs of all their students.	Provide classroom library and library books on a variety of levels	Provide structured library experience with an experienced librarian.
Teachers will teach HFW and Sight Words to all TK students.	Data Driven Inquiry	A STIP sub who will provide classroom coverage so that teachers may meet to collaborate with colleagues and parents, and attend professional development.
Teacher will provide advanced students(GATE) with additional learning oppurtunities.	Observation and Feedback	Benefit cost for LCAP funded personnel
Teachers will administer SRI, F&P - Running Records , and Formative Assessments. We will use the data to support our data cycles.	Goal Setting and data analysis conferences with Running Records– Calendar data cycle Provide release Days for teacher planning at end of each Data Cycle	Weekly PLC Collaboration for data analysis, planning and academic conferences will provide opportunities for teachers to colloborate in the areas of subject-content curriculum for integrated teaching and learning, and effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations - release by STIP SUB
TSA will develop individual group and system wide capacity for consistent implementation and data analysis through coaching	Provide PD to improve Best Instructional Practices Skills for teachers to help improve their increase student achievement in ELA and Math	Analyze data with teachers and ILT in order to determine next steps.
Teachers use CC/NGSS standards to backwards plan iinstructional units assessments and lesson plans	Provide PD and PLC's to backwards map standards.	
Teachers use data to group students and provide differentiated instruction targeted to student needs including students with disabilities across the curriculum		
Teachers will make sure Interactive Read-Aloud and Vocabulary happens at least 2-3 times a week. Texts are at or above grade level and carefully chosen to model and practice a reading behavior. The teacher models proficient reading and meaning making, intentionally thinks aloud before, during and after reading while students focus on listening, comprehension, thinking, and , academic discussions	Provide targeted PD, Observation and Feedback, and supplemental instructional materials to improve academic progress.	TSA, ILT and Administration Team
Teachers employ differentiated instructional strategies to meet the needs of targeted students groups: AAM, ELL's, Foster Youth and Homeless	COST Team and Leadership Team will identify and implement academic interventions aligned to data in order to target specific groups.	Provide emotional and social intterventions for all students including Transitional Youth, Hoomeless/Foster Youth who are struggling, we will work with our clinician to provide support.

MAJOR IMPROVEMENT PRIORITY #2:   Mathematics/Science NGSS

PERFORMANCE STRENGTHS & CHALLENGES for Priority #2

Student Performance Strengths	Student Performance Challenges
Double digit growth on Mid Year District Math Assessment	SBAC Math, 87.8% not at grade level
Rigorous math curriculum that is aligned to Common Core Standards	Developing conceptual understanding of Math Common Core Standards
7th grade has made double digit growth on the SMI(2/16 Administration)	

ROOT CAUSE ANALYSIS for Priority #2

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

During the 2015-16 school year we began implementation of a new common core aligned math curriculum. Implimentation of the Eureka Math curriculum has our students conceptual understanding of Math Common Core Standards.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Lack of Math support(coaching) for teachers, Common Core alligned Math Assessments

STUDENT PERFORMANCE GOAL(S) for Priority #2

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic Domain	Math lesson studies, Coaching and Observation and Feedback to support the development of rigorous math instruction; that will allow at least 60% our students to reach grade level or above.	SBAC Math	All Students	12.20%	20%	30%	2: Students are proficient in state academic standards.

Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Academic	All students will engage in Academic Discussions to solve Math tasks that require procedural, conceptual and applicational understanding and to complete Hands on Science activities and projects.	SBAC Math	All Students	N/A	N/A	N/A	2: Students are proficient in state academic standards.

Academic	All students including students with disabilities will use accountable talk and academic discussions to deepen Math and Science Content.	SBAC Math	All Students	N/A	N/A	N/A	2: Students are proficient in state academic standards.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority:	*Teachers use Academic Discussions, Oral Disclosure, Number Talks, Three Read and Mathematical Best Instructional Strategies to gain a Conceptual Understanding in order to solve complex problems across content.*

KEY PRACTICES FOR PRIORITY #2

Teaching Practices	Leadership Practices	Organizational Practices *People I Teams I Time I Resources*
Teachers will use number talk and other best instructional practices.	Provide supplemental instructional materials. Proviede observation and feedback regarding practices.	Availability of equipment for instructional materials
A STIP sub who will provide classroom coverage so that teachers may meet to collaborate with colleagues and parents, and attend professional development.	Provide supplemental instructional materials	The after school progam will align with our school program to support small group literacy instruction and math conceptual learning.
Teachers will use Data Driven Instruction to increase rigor,	Monitor, coach and assist with DDI.	ILT will review school wide math data
Teachers will use input from Observation and Feedback to increase instructional practices.	Purchase computers and technology for classroom use.	
Create a common schoolwide vision for math to include prioritizing power standards, sharing instructional practice to teach math thinking and data-driven achievement	Apiranet tutoring program for our most at risk students.	
Ensure students have a balance diet of math facts automaticity (esp. for BELOW students), understanding and applying math strategies to solve problems and demonstrating math understanding orally, using pictorial models, and in writing.	A middle school TSA to focus on science and math.	
Plan common core aligned lessons that integrating technology into math and science instruction.	Math TSA to provide PD and assist with PLC's, provide Observation and Feedback	Develop analytical tools to guide teachers in understanding mastery.
Develop a deep understanding of Webb DOK and the CCSS. Teachers will understand how to align their daily lessons to them.	Analyze school-wide and classroom math unit assessments and performance tasks to create/implement corrective instruction and differentiation.	Math Lead teachers who sit on the leadership team.

MAJOR IMPROVEMENT PRIORITY #3:   Health and Wellness

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

Student Performance Strengths	Student Performance Challenges
Parker was able to decrease the percentage of students who were chronically absent.	Chronic Absenteeism is above 15%
Engage Elementary and Middle School students and families for Academic Awards at least four times per year	Economically depressed community that is suffering from high levels of crime and violence
Engage Elementary and Middle School students and families with Academic meetings in order to learn about their childs academic progress	

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

Giving parents the oppunrtunity to learn the Common Core Standards in ELA, Math and Scince. Providing parents with strategies in ELA, Math and science so they are able to assist their child with academic growth.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Lack of parent involvement, Violence and Crime in the neighborhood, Chronic Absenteeism

STUDENT PERFORMANCE GOAL(S) for Priority #3

Goal Area	Main Goal (required)	Related SPF Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/ Emotional Domain	Engage and provide families and students with academic support/strategies to improve student academic support, Social Emotional Learning, and create a healthy school environment. .	Culture/ Climate: Parent	All Students	N/A	N/A	N/A	6: Parents and families are engaged in school activities.
Goal Area	Related Sub-Goals (optional)	Related Indicator	Focal Student Group	2014-2015 EOY Baseline	2015-2016 EOY Target	2016-2017 EOY Target	Related LCAP Goal
Social/Emotional	All students will participate in Social Emotional Learning and consume healthy food.	Culture/ Climate: Student	All Students	66.70%	68%	71%	5: Students are engaged in school everyday.

Climate & Culture	At least 80% of students will report yes they feel safe at school most/all of the time.	Culture/ Climate: Student	All Students	72%	78%	81%	5: Students are engaged in school everyday.
Climate & Culture	At least 90% of parents will report they agree or strongly agree the school is a safe place for their child.	Culture/ Climate: Parent	All Students	85.5%	88%	90%	6: Parents and families are engaged in school activities.

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:	*Students and families are engaged with the school community to increase/improve attendance, school culture/climate, and collaborate with teachers in order to develop strategies that address our challenges.* "

KEY PRACTICES FOR PRIORITY #3

Teaching Practices	Leadership Practices	Organizational Practices *People I Teams I Time I Resources*
Teachers make supportive calls to families 2 hours per month to encourage attendance, set goals with students and incentivize improvement.	Playworks to provide structured play, leadership development, physical fitness.	Custodial overtime for night parent meetings on such engagement topics as Middle School Orientation, Science Night, Date with Data, etc.
Teachers will teach SEL to all our students.	Provide materials for parent meetings and trainings.	Information completed and sent to families in a timely fashion.
Teachers will teach and enforce school wide behavior expectaions	Team focuses on the development of a positive school culture plan that includes clear steps for staff and families to access.	The after school progam will align with our school program to support small group literacy instruction and math conceptual learning.
TK/K teachers will institute No Nonsense curriculum with our young scholars	Kindergarten Open House for potention families.	No Nonsense Nurterers training for all staff.
Teachers and staff will use Tool Box and 12 Tools when interacting with scholars in our school community.	Provide PD for certificated and classified staff.	Build SEL competencies of Adults serving students. Provide SEL education to adults during staff meetings.
Teachers will incorporate agreed upon Tier 1-3 systems through the integration of Tool Box in order to create a sense of community, safe school community, academically motivated students, and emotionally competent students.	Ensure that all teachers are implementing Tool Box on a daily basis through observation and feedback	Build Teacher Competency on SEL Supports for Specific Student Populations, including African American males, ELs, Low Income students, SpEd, Foster youth, and homeless youth.
Teachers will use Tool Box SEL curriculum	Provide SEL PD to teachers	ILT will review culture/climate data to determine next steps.
Teachers will issue PArker Scholar Dollars to reinforce values and good behavior.	Provide incentives at the Parker store, so students can obtain a tangible reward for their behavior	ILT will review culture/climate data to determine next steps.

Teachers will Demand and Support best academic effort through challenging work and high expectations.	Utilize the Universal Referral form and provide norms for relationships and behaviors that create a professional culture of excellence and ethics.	Engage parents and community members to partcipate and collaborate in school community
Teachers take role daily and Attendance Clerk, Parent Ambassador (OHA), Oakland Natives Give Back will collaborate to identify chronic absent students and make supportive calls to families to encourage attendance and provide incentives for improvement	Celebrate positive attendance and coordinate schoolwide attendance practices.	Partner with Oakland Housing Authority (OHA) and Oakland Natives Give Back to Identify Chronic Absent students and coordinate supports that improve attendance

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$96,879.17	After School Education & Safety (ASES)	Provide for an extensive after school program that closely aligns with the academic program at Parker, while also providing a variety of special enrichment classes.	The after school progam will align with our school program to support small group literacy instruction and math conceptual learning.	A1.6: After School Programs	5825	n/a	n/a	n/a	144-1	144
$8,000.00	General Purpose Discretionary	Facility rental for Camp Arroyo middle school retreat		A5.1: School Culture & Climate (Safe & Supportive Schools)	5624	n/a	n/a	n/a	144-2	144
$5,000.00	General Purpose Discretionary	Pay for maintenance agreements for our copiers	Availability of equipment for instructional materials	A2.1: Implementation of CCSS & NGSS	5610	n/a	n/a	n/a	144-3	144
$200.00	General Purpose Discretionary	Timely copies of district forms	Information completed and sent to families in a timely fashion.	A6.5: Academic Parent-Teacher Communication & Workshops	5716	n/a	n/a	n/a	144-4	144
$200.00	General Purpose Discretionary	Using district mail services to send out cum records and other school communication	Information completed and sent to families in a timely fashion.	A5.3: School Facilities	5724	n/a	n/a	n/a	144-5	144
$2,000.00	General Purpose Discretionary	Rent buses for field trips		A2.1: Implementation of CCSS & NGSS	5826	n/a	n/a	n/a	144-6	144
$8,472.75	General Purpose Discretionary	Purchase of computer licenses for personalized learning	Plan common core aligned lessons that integrating technology into math and science instruction.	A2.3: Standards-Aligned Learning Materials	5846	n/a	n/a	n/a	144-7	144
$150.00	General Purpose Discretionary	Stamps for home mailings	Information completed and sent to families in a timely fashion.	A6.5: Academic Parent-Teacher Communication & Workshops	5910	n/a	n/a	n/a	144-8	144
$20,000.00	General Purpose Discretionary	Extended contracts for teachers for additional collaboration, professional development and special projects	Provide teacher extended contracts so they can have grade level collaboration, peer tutoring, school culture meetings, and share best practices around differentialed instruction,	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	144-9	144
$14,000.00	General Purpose Discretionary	Hiring of substitues for teacher PD, evaluation, collaboration and special projects	Provide substitutes so that teachers may attend professional development and work on special projects	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	144-10	144
$500.00	General Purpose Discretionary	Custodial overtime for after hours meetings	Custodial overtime for night parent meetings on such engagement topics as Middle School Orientation, Science Night, Date with Data, etc.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	2220	n/a	n/a	n/a	144-11	144
$3,000.00	General Purpose Discretionary	Clerical staff overtime for expansion and opening and closing of school activities		A5.1: School Culture & Climate (Safe & Supportive Schools)	2425	n/a	n/a	n/a	144-12	144
$25,234.50	General Purpose Discretionary	Provide extensive instructional supplies	Teachers will use differentiated instruction to meet the needs of all their students.	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	144-13	144
$10,000.00	General Purpose Discretionary	Provide refreshments for professional development activities for parents and staff		A2.1: Implementation of CCSS & NGSS	4311	n/a	n/a	n/a	144-14	144
$2,000.00	General Purpose Discretionary	Upgrade technology in the classroom	Purchase updated equipment for classroom use.	A2.1: Implementation of CCSS & NGSS	4410	n/a	n/a	n/a	144-15	144
$10,509.73	LCFF Concentration	Hire a part time TSA to provide middle school instruction in specialized areas	A middle school TSA to focus on science and math.	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0134	0.1	144-16	144
$976.97	LCFF Concentration	STIP sub to provide enrichment classes for middls school	A STIP sub who will provide classroom coverage so that teachers may meet to collaborate with colleagues and parents, and attend professional development.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.02	144-17	144
$3,513.31	LCFF Concentration	Purchase of instructional materials	Provide supplemental instructional materials	A3.2: Reading Intervention	4310	n/a	n/a	n/a	144-18	144
$10,000.00	LCFF Concentration	Purchase of equipment for primary classes	Purchase computers and technology for classroom use.	A2.1: Implementation of CCSS & NGSS	4410	n/a	n/a	n/a	144-19	144
$21,019.45	LCFF Supplemental	Hire a part time TSA to provide middle school instruction in specialized areas	A STIP sub who will provide classroom coverage so that teachers may meet to collaborate with colleagues and parents, and attend professional development.	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0134	0.2	144-20	144
$1,331.66	LCFF Supplemental	Full time TSA to provide middle school instruction	A middle school TSA to focus on science and math.	A2.1: Implementation of CCSS & NGSS	n/a	10 MONTH CLASSROOM TSA	C10TSA0157	0.02	144-21	144

Budget Amount	Budget Resource	Budget Action	Associated Key Practice	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
$33,931.92	LCFF Supplemental	Hire a .75FTE TSA who will focus on literacy support for the entire school	TSA will develop individual group and system wide capacity for consistent implementation and data analysis through coaching.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	11 MONTH CLASSROOM TSA	C11TSA0159	0.25	144-22	144
$35,367.18	LCFF Supplemental	Hire a full time TSA to focus on Math.	Math TSA to provide PD and assist with PLC's, provide Observation and Feedback	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	11 MONTH CLASSROOM TSA	C11TSA0276	0.5	144-23	144
$24,424.15	LCFF Supplemental	Hire an elementary based STIP sub	A STIP sub who will provide classroom coverage so that teachers may meet to collaborate with colleagues and parents, and attend professional development.	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.5	144-24	144
$32,000.00	LCFF Supplemental	Hire Playworks to help develop student leadership and promote a safe school environment.	Playworks to provide structured play, leadership development, physical fitness.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825	n/a	n/a	n/a	144-25	144
$2,963.78	LCFF Supplemental	Rent buses for field trips		A2.1: Implementation of CCSS & NGSS	5826	n/a	n/a	n/a	144-26	144
$23,668.34	LCFF Supplemental	Purchase computers for primary classes	Purchase computers and technology for classroom use.	A2.1: Implementation of CCSS & NGSS	4420	n/a	n/a	n/a	144-27	144
$12,000.00	LCFF Supplemental	An academic mentor to support classroom instruction	An academic mentor and STIP Sub to provide tiered intervention support for students not performing at grade level.	A2.9: Targeted School Improvement Support	2928	n/a	n/a	n/a	144-28	144
$18,966.77	Measure G (School Libraries)	Hire an 0.8FTE Library Clerk	Provide structured library experience with an experienced librarian.	A2.1: Implementation of CCSS & NGSS	n/a	LIBRARY CLERK SR	LBCLKS0025	0.6	144-29	144
$2,033.22	Measure G (School Libraries)	Hire an 0.8FTE Library Clerk	Provide structured library experience with an experienced librarian.	A2.1: Implementation of CCSS & NGSS	4200	n/a	n/a	n/a	144-30	144
$23,447.18	Measure G (TGDS)	Hire an elementary based STIP sub	An academic mentor and STIP Sub to provide tiered intervention support for students not performing at grade level.	A2.1: Implementation of CCSS & NGSS	n/a	TEACHER STIP	TCSTIP9999	0.48	144-31	144
$50.15	Measure G (TGDS)	Surplus	n/a	n/a	4399	n/a	n/a	n/a	144-32	144
$525.00	Measure G (TGDS)	Extended contract for teacher assisting with evaluation		A2.6: Teacher Evaluation	1120	n/a	n/a	n/a	144-33	144
$5,000.00	Program Investment	Tutors and mentor for our most at-risk students	Apiranet tutoring program for our most at risk students	A2.1: Implementation of CCSS & NGSS	5825	n/a	n/a	n/a	144-34	144
$5,000.00	Program Investment	Substitutes for PD, evalutation and special projects	Provide substitutes so that teachers may attend professional development and work on special projects	A2.5: Teacher Professional Development for CCSS & NGSS	1150	n/a	n/a	n/a	144-35	144
$102.50	Program Investment	Instructional materials	Provide supplemental instructional materials	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	144-36	144
$24,260.00	Program Investment	Hire a psychologist for one day of services	Provide emotional and social intterventions for all students including Transitional Youth, Hoomeless/Foster Youth who are struggling, we will work with our clinician to provide support.	A5.2: Health and Wellness (Mental & Physical Health)	4420	n/a	n/a	n/a	144-37	144
$67,863.84	Title I Basic	Hire a TSA who focuses on literacy	TSA will develop individual group and system wise capacity for consistent implementation and data analysis through coaching	A2.5: Teacher Professional Development for CCSS & NGSS	n/a	11 MONTH CLASSROOM TSA	C11TSA0159	0.5	144-38	144
$6,322.26	Title I Basic	hire a part time library clerk	Provide structured library experience with an experienced librarian.	A2.1: Implementation of CCSS & NGSS	n/a	LIBRARY CLERK SR	LBCLKS0025	0.2	144-39	144
$1,332.61	Title I Basic	Purchase of instructional materials	Provide supplemental instructional materials	A2.1: Implementation of CCSS & NGSS	4310	n/a	n/a	n/a	144-40	144
$1,935.84	Title I Parent Participation	Purchase materials and supplies for parent notices, meetings and workshops	Provide materials for parent meetings and trainings.	A3.3: Family Engagement focused on Literacy Development	4310	n/a	n/a	n/a	144-41	144

Parker Elementary School Compact
Working Together to Achieve High Academic Standards

THE TEACHER PLEDGE:

I understand the importance of the school experience for every student and our role as educators and models.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

I will teach grade level standards, skills and concepts.

I will teach interesting and challenging lessons that promote student achievement.

I will strive to address the individual needs of my students.

I will communicate with all my parents regarding their child's progress.

I will provide a safe, positive, supportive and healthy learning environment for my students.

I will communicate homework and class work expectations.

I will develop my students' basic and critical thinking skills.

I will exhibit sensitivity to multicultural issues.

I will respect the school, students, fellow staff members and Parker families.

I will be the best teacher I can be.

_____   _____

Teacher's Signature   Date

THE STUDENT PLEDGE:

I realize that my education is important. I know I am responsible for my own actions. I want to succeed.

Therefore, I agree to carry out the following responsibilities to the best of my ability:

I will get to my class on time every day.

I will be ready to learn and will work hard.

I will dress in a School Uniform.

I will complete my homework daily.

I will return completed work on time.

I will be responsible for my own behavior and follow the classroom and school rules.

I will be a cooperative learner.

I will ask for help when needed.

I will respect the school, my classmates, Parker School Staff and families.

I will give my parents all school notices in a timely manner.

I will be the best Parker Scholar I can be every day.

_____   _____

Student's Signature   Date

THE PARENT/GUARDIAN PLEDGE:

I understand that my participation in my student's education will help his/her achievement and attitude.

Therefore, I will carry out the following responsibilities to the best of my ability:

I will ensure that my child complete his/her homework.

I will provide a quiet time and place for homework to be completed.

I will attend at least one Back-to-School-Night, Open House, SSC, PTC, PTA and other school events.

I will encourage my child to engage in reading activities for at least 20 minutes every day.

I will make sure my child gets adequate sleep and has a healthy diet.

I will ensure that my child arrives to school and departs on time everyday.

I will have a conversation with my child about his/her school day.

I will attend all parent-Teacher Conferences.

I will communicate to the teacher about my child's homework needs.

I will provide any updated information as needed.

I will be the best Parker Parent I can be.

_____   _____

Parent's Signature   Date

School Site Council Membership Roster – Elementary

School Name: Parker   **School Year:** 2015-6

| Chairperson : Aida Olvera	Vice Chairperson: Roberto Lascom
Secretary: Chandra Johnson	*LCAP Parent Advisory Nominee:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Koy Hil	X			
Roberto Lascom			x	
Alicia Martinez		x		
Nehseem Nehrizi		x		
Martha Balasubramanian		x		
Aida Olvera				x
Chandra Johnson				x
Rickisha White				x
Veronica Ramirez				x
Carmen Rodriguez				x

Meeting Schedule (day/month/time)	Third Wednesday of each month at 1:30 in Room 15

SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent /Community
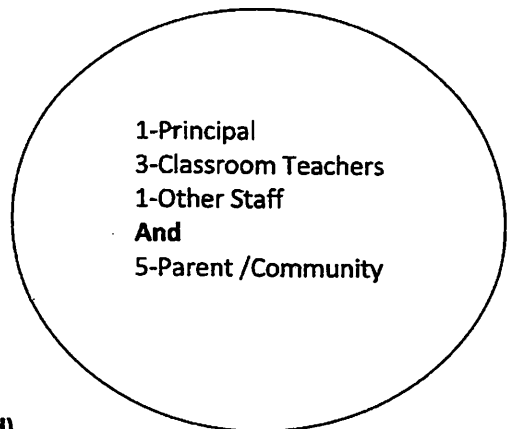
(Once filled, this document can be placed on your school site's letterhead)

*Please submit nominees' contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.

Title I School Parental Involvement Policy   2015- 2016

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

Parker Elementary School agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  - Inform parents of their schools participation in the Title I Program.
  - Explain the requirements of the Title 1 Program.
  - Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  - The parents' right to participate in the development of the District's Title 1 Plan through participation in the DAC
- Offer a flexible number of meetings for parents through morning, after school and evening meetings
- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I Parent Involvement Policy through our Annual Title I meeting and monthly SSC meetings.
- Provides parents of Title I students with timely information about Title I programs
  - Annual Title I Meeting
  - Back to School Night
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet through grade level meetings, parent conferences, workshops and written information in the school bulletin.
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children through grade level meetings, SSC meetings, and parent conferences.

School-Parent Compact

Parker Elementary 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.

Building Parent Capacity for Involvement

Parker Elementary 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:

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

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

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

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

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

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
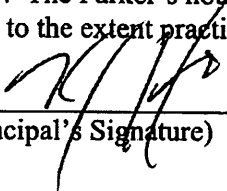- SST meetings for individual targeted students

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English
proficiency, parents with disabilities, and parents of migratory students. This includes providing
information and school reports in a form and language parents understand. We have bilingual
staff to assist with translations, and keep a binder of all pertinent information for public review.

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 the agenda and the minutes of SSC
October 21, 2015.

This policy was adopted by the Parker School Site Council on 10/21/2015 and will be in effect for
the 2015-16 School Year. The school will distribute this policy to all parents. It will be made available to
the local community. The Parker'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.

_____
(Principal's Signature)

_____10/21/15_____
(Date)