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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date CVtVYf% , 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - Parker Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Parker Elementary School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Parker Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Parker Elementary School
CDS Code: 1612596002091
Principal: Rocquel Colbert
Date of this revision: 5/20/2021

The School 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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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| Contact: Rocquel Colbert | Position: Principal |
| Address: 7929 Ney Avenue Oakland, CA 94605 | Telephone: 510-879-1440 Email: rocquel.colbert@ousd.org |

The School Site Council recommended this revision of the SPSA for Board approval on: 5/20/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Parker Elementary School

Site Number: 144

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input checked="" type="checkbox"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

The School Site Council (SSC) recommends this comprehensive School 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 School 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 School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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 20, 2021

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

| | |
|---|-------------------------------------|
| <u>Rocquel Colbert</u> Principal | <u>Rocquel Colbert</u> Signature |
| <u>Dawn Allen</u> SSC Chairperson | <u>Dawn Allen</u> Signature |
| <u>LaResha Martin</u> Network Superintendent | <u>LaResha Martin</u> Signature |
| <u>Lisa Spielman</u> Director, Strategic Resource Planning | <u>Lisa Spielman</u> Signature |

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|-----------------------------|
| <u>June 9, 2021</u> Date |
| <u>6/9/21</u> Date |
| <u>6/14/21</u> Date |
| <u>6/14/21</u> Date |

2021-22 SPSA ENGAGEMENT TIMELINE**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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|-----------|----------------------------------|---|
| 2/10/2021 | School Site Council | Overview of 2020-2021 SPSA |
| 3/21/2021 | School Site Council | Reviewed & discussed budget priorities and needs assessment. |
| 3/22/2021 | Staff Meeting | Reviewed & discussed budget priorities and needs assessment. |
| 4/21/2021 | School Site Council | Review and discuss annual review and updates. |
| 4/26/2021 | Staff Meeting | Reviewed Strategies and Actions plan. |
| 4/28/2021 | Teacher Professional Development | Teachers worked in cohorts to inform the strategies and actions plan. |
| 5/20/2021 | School Site Council | Review and approve SPSA |
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ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$100,860.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$651,910.00 |

Federal, State, and Local Funds

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

| Federal Programs | Projected Budget | Final Budget | State and Local Programs | Projected Budget | Final Budget |
|--|---------------------|---------------|--|---------------------|---------------|
| Title I, Part A: Schoolwide Program (Title I #3010) | \$92,250.00 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$14,850.00 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$2,460.00 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$186,150.00 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0.00 | TBD | Local Control Funding Formula Concentration Grant (LCFF Concentration #0003) | \$32,850.00 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$6,150.00 | TBD | After School Education and Safety Program (ASES #6010) | \$149,259.00 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | \$0.00 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | \$112,941.00 | TBD |
| | | | Measure G Library Support (Measure G #9334) | \$55,000.00 | TBD |
| | | | Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332) | | TBD |
| | | | Measure N: College & Career Readiness For All (Measure N #9333) | \$0.00 | TBD |
| SUBTOTAL OF FEDERAL FUNDING: | \$100,860.00 | \$0.00 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$551,050.00 | \$0.00 |

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|--|---------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$651,910.00 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Parker Elementary School

School ID: 144

School Description

Parker Elementary and Middle School is proud to be a center of learning and excellence. Through effective partnerships with families and community groups, we encourage, promote, and deliver academic excellence to produce focused scholars. At Parker, we nurture scholarship, supporting one focused, self-disciplined Parker Scholar at a time. Our scholars are engaged in powerful learning experiences with daily opportunities for high academic achievement, non-competitive games, physical activity, and fine arts in a supportive school environment. We serve as a catalyst and foundation to train generations that will provide leadership for our communities and positively impact the world. Our goal is to educate and nurture the whole child: Body, Mind and Soul.

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 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.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|---------------------------------|--|--|
| <i>College/Career Readiness</i> | <p>Participation rates for the Reading Inventory increased by 11.9% compared to last year. Reading Inventory Performance: This year from the Fall to Mid-Year assessment has 3.4% fewer students testing multiple years below grade level and more students (12.7%) tested 1 year below grade level test band compared to (11.1%) from the Fall to Mid-Year assessment. iReady Reading Performance: From the Fall to Mid-Year iReady Reading assessment, we had a 7% increase in the number of students who tested at or above grade level. The number of students who tested multiple years below grade level decreased by 21% from the Fall to Mid-Year assessment.</p> | <p>This year (2020-2021) we continued to build on our Early Literacy foundational work. All K-2nd grade teachers and an Early Literacy Tutor are trained in SIPPS instruction and deliver SIPPS instruction four days a week. In addition, one of our Cycle of Inquiry plans focused on Writing with Evidence with an emphasis on complex text as an impetus for academic discussion and writing material. Furthermore, we provide teacher professional development that provide teachers with opportunities to enhance their existing lessons with targeted Checks for Understanding, Total Participation Techniques, and student instructional supports.</p> |
| <i>Focal Student Supports</i> | <p>During the pandemic, our school site has continued to provide students & families with socio-emotional wellness support, including Social Worker supported services, including: home visits, SST meetings, COST meetings, and case management. In addition, we continue to provide individual therapy/counseling services. We continue to provide schoolwide award & incentive assemblies to acknowledge distance learning scholars, to build community, and keep our students & families connected to our school despite the pandemic-invoked distance learning conditions. We continue to build on our early literacy focus, with daily SIPPS instruction in grades K-2nd and provide small group instruction for focal students. Furthermore, we continue to teach & practice Tool Box Tool social emotional supports.</p> | <p>We established strong Attendance, PBIS, and COST committees that meet, plan, implement goals regularly. Priority budgeting for socio emotional support for students, including the addition of a part-time social worker; intentional scheduling of more family engagement activities; partnership with district and community services.</p> |

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|---------------------------------|---|---|
| <i>Student/Family Supports</i> | To support our families during the pandemic, we offer monthly virtual Parent Engagement sessions to provide information & resources to support distance learning and circumstances related to the pandemic. We continue to provide students & families with socio-emotional wellness support, including Social Worker supported services, including: home visits, SST meetings, COST meetings, and case management. In addition, we continue to provide individual therapy/ counseling services. We continue to provide schoolwide award & incentive assemblies to acknowledge distance learning scholars, to build community, and keep our students & families connected to our school despite the pandemic-invoked distance learning conditions. We continue to build on our early literacy focus, with daily SIPPS instruction in grades K-2nd and provide small group instruction for focal students. Furthermore, we continue to teach & practice Tool Box Tool social emotional supports. | We are intentional about ensuring our students and families have the supports they need to optimize their distance learning experience and provide them resources and support during these challenging times. We budgeted for a part time Tech Specialist who would service and support student technology issues on a weekly basis. We provided multiple days and hours each week for technology access for families. We distributed supplies and other essential distance learning materials to families. |
| <i>Staff Supports</i> | Teacher retention has been a focus goal on our SPSA for the past few years. Our practices have included: staff retreats to build staff morale and positive relationships; regular staff appreciations and celebrations. In addition, weekly professional development designed to provide teachers with practical, standards-aligned teaching practices, and professional learning community time for staff collaboration and instructional planning; regular teacher observation and feedback. | Prioritization of grant funds designated for staff retreat, conferences, and training. Prioritization of staff acknowledgement and appreciation. Intentionality of promoting positivity, hope, high morale, and solicitation of feedback & collaboration from teachers and staff . |
| Focus Area: | Priority Challenges | Root Causes of Challenges |
| <i>College/Career Readiness</i> | Rate of chronic student absenteeism pre and post pandemic; low literacy proficiency rates. | Absenteeism can lead to gaps in instruction and learning. It is a challenge to train new teachers on Tier I instruction and to train them on the curriculum used at the school site. |

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| <i>Focal Student Supports</i> | Rate of chronic student absenteeism pre and post pandemic; low literacy proficiency rates. | Gaps in learning due to missed school; socio-economic needs of the community, and poverty. In addition, we need to improve training and quality of instruction provided to our English Language Learners. |
| <i>Student/Family Supports</i> | Refusal of support and services; lack of adequate funding for student and family supports such as a full time social worker and community schools manager. | Socio-economic needs of the community; poverty, lack of access to community supports. In addition, there's a need to improve our parent parent/guardian participation in our scheduled School Site Council (SSC), Site English Language Learners Subcommittee (SELLS), and parent trainings. |
| <i>Staff Supports</i> | Further guidance and training on appropriate use of the URF form. Additional training needed on Tier I student support and intervention. Staff turnover; limited teacher support and training from the central office. | Staff turnover; limited teacher support and training from the central office. |

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024: Parker will increase the number of students performing near or above standard on end of year ELA & Math Interim Assessment Blocks or SBAC by 10%.

Instructional Focus Goal: All students experience success in the early years.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|---|----------------------|-------------------------|----------------------|--------------------|--------------------|
| K at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | 50.0% | 60.0% |
| Grade 1 at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | 25.0% | 40.0% |
| Grade 2 at or above Mid-Grade (i-Ready) | All Students | n/a | n/a | 25.0% | 40.0% |

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--|----------------------|-------------------------|----------------------|--------------------|--------------------|
| SBAC ELA Distance from Standard Met | All Students | +15 points DF3 | -59.4 (Spring 2019) | n/a | 25% |
| Reading Inventory (SRI) Growth of One Year or More | All Students | +5pp | n/a | Coming soon | 25.0% |
| IAB ELA at or above Standard | All Students | n/a | n/a | 25.0% | 35.0% |
| Curriculum-Embedded Formative Assessments (ELA) | All Students | n/a | n/a | 25% | 35.0% |

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--|----------------------|-------------------------|----------------------|--------------------|--------------------|
| SBAC Math Distance from Standard Met | All Students | +15 points DF3 | -88.6 (Spring 2019) | n/a | -50 points DF3 |
| iReady Reading | All Students | tbd | tbd | 25.0% | 35.0% |
| CAST (Science) at or above Standard | All Students | n/a | 8.6% (Spring 2019) | n/a | n/a |
| Curriculum-Embedded Formative Assessments (Math) | All Students | n/a | n/a | n/a | 25% |

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024:

Using standards based instruction, Parker will increase the number of focal students near standard and standard met by 15%.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|---------|----------------------|-------------------------|----------------------|--------------------|--------------------|
|---------|----------------------|-------------------------|----------------------|--------------------|--------------------|

| SBAC ELA Distance from Standard Met | Students with Disabilities | +20 points DF3 | -122.8 (Spring 2019) | n/a | -70.0 |
|---|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| SBAC ELA Distance from Standard Met | African-American Students | +20 points DF3 | -72.9 (Spring 2019) | n/a | -40.0 |
| IAB ELA at or above Standard | Students with Disabilities | tbd | tbd | n/a | 25.0% |
| IAB ELA at or above Standard | African-American Students | n/a | n/a | n/a | 25.0% |
| iReady Reading Multiple Years Below Grade Level | All Students | tbd | n/a | tbd | n/a |
| Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science. | | | | | |
| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| SBAC Math Distance from Standard Met | Students with Disabilities | +20 points DF3 | -154.6 (Spring 2019) | n/a | -90.0 |
| SBAC Math Distance from Standard Met | African-American Students | +20 points DF3 | -106.3 (Spring 2019) | n/a | -70.0 |
| IAB Math Above Standard | Students with Disabilities | n/a | 5.0% | n/a | n/a |
| IAB Math Above Standard | African-American Students | n/a | 5.7% | n/a | n/a |
| Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. | | | | | |
| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
| ELL Reclassification | English Learners | Reclassify 16% | 3.9% | n/a | 16.0% |
| LTEL Reclassification | Long-Term English Learners | Reclassify 25% | 9.1% | n/a | 20.0% |

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: Parker will increase student and family engagement opportunities by 15%.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

| Measure | Target Student Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|-----------------|----------------------------|-------------------------|----------------------|--------------------|--------------------|
| Connectedness | All Students | +5pp | 48.6% | n/a | 60.0% |
| Suspensions | All Students | -2pp | 5.6% | n/a | 4.0% |
| Suspensions | African-American Students | -2pp | 9.2% | n/a | 7.0% |
| Suspensions | Students with Disabilities | -2pp | 9.6% | n/a | 7.0% |
| Chronic Absence | All Students | -2pp | 28.9% | n/a | 30.0% |
| Chronic Absence | African-American Students | -2pp | 32.9% | n/a | 30.0% |
| UCP Complaints | All Students | n/a | n/a | n/a | n/a |

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

School Goal for May 2024: Parker will increase Tier I and Tier II intervention training by 10%.

| Measure | Target Group | District Growth Targets | Spring 2020 Baseline | Spring 2021 Target | Spring 2022 Target |
|--------------------------|--------------|-------------------------|----------------------|--------------------|--------------------|
| Staff Satisfaction on PD | All Staff | n/a | n/a [new metric] | n/a | tbd |
| Teacher Retention | All Teachers | n/a | 74.1% (Fall 2020) | n/a | tbd |

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Our students do not have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state. With regards to funding access, the demographics of our school community population do not allow for additional funding and donations often provided by Parent/Teacher groups (PTA). With these funds schools are often able to purchase tutors, instructional coaches, social workers, counselors, and other supports to supplement student academic support. In addition, our site has had funding reductions due to under enrollment. With regards to equitable access to effective and experienced teachers, historically the most highly qualified and experienced teachers tend to choose schools located in areas with higher socio-economic status and resources. The depth of needs of schools located in these areas demand more time and attention. Academic opportunities have been limited due to funding access to purchase licenses and software for more academic intervention & support, the shortage of staff available to do small group instruction to work on skill deficits and build student literacy skills.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Parker Elementary School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Conditions for Student Learning Priority: Reduce referrals and chronic absenteeism rates.

Theory of Change:

If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for Newcomers and Students with Disabilities, and Parent/Family Engagement then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related School Goal:

All students build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teacher professional development has focused on gaining an understanding of new ELA curriculum (EL Education) and implementation. Parker has a Literacy Coach who provides targeted coaching, modeling, and instructional support for students and teachers in those grades. Professional learning communities meet weekly and focus on data analysis and instructional planning, collaboration and sharing of best practices. In addition, teachers and principal attend professional development on literacy and best practices. Principal and Literacy Coach provide ongoing observations and feedback on instruction to teachers.

What evidence do you see that your practices are effective?

Improved quality of SIPPS instruction delivery in K-2 classrooms; Gradual improvement on iReady Reading assessments.

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

The school site will receive the Early Literacy Support Block grant to hire additional Early Literacy Tutors to increase the number of SIPPS groups and frequency of SIPPS instruction. In our professional development and planning sessions, our team plan & discuss schoolwide strategies to spotlight and improve literacy awareness & reading. In addition, we also implement a schoolwide rewards and incentives program to encourage & inspire students to practice math skills on the iReady reading platform.

20-21 Standards-Based Instruction Priority: Improve student performance in Mathematics

Theory of Change:

If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion for ELLs, GATE students, Low Performing students and extended Learning Time then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient ELLs, GATE, Low Performing, and Extended Learning Time students with disabilities) students on formative and summative Embedded Assessments and SBAC.

Related School Goal:

All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Increased professional development and training on common core math standards and key standards; articulation and alignment of math key standards from K-8; Our first cycle plan of the school year focused on math and consistent use of visual models & representations. At the close of the cycle, teachers agreed on essential practices to use for Parker math instruction. In addition, we also implement a schoolwide rewards and incentives program to encourage & inspire students to practice math skills on the iReady math platform.

What evidence do you see that your practices are effective?

Progressive increase in student practice on online math platforms for practice and fluency.

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

Continue future cycle of inquiry plan on use of effective math teaching practices and leadership practices.

20-21 Language & Literacy Priority: Literacy

| | |
|--------------------------|--|
| Theory of Change: | If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction for African Americans, Low Income students, Foster Youth and Teacher Professional Development and receive consistent coaching support and feedback, then there will be an increase in the number of proficient African Americans, Low Income, and Foster Youth students, on ELA formative and summative assessments (F&P, SBAC, SRI). |
|--------------------------|--|

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|-----------------------------|--|
| Related School Goal: | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less. |
|-----------------------------|--|

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teacher professional development has focused on gaining an understanding of the curriculum and implementation. Parker has a Literacy Coach provided by a grant for grades K-2 which provides targeted coaching, modeling, and instructional support for students and teachers in those grades. Professional learning communities meet weekly and focus on data analysis and instructional planning, collaboration and sharing of best practices. In addition, teachers and principal attend professional development on literacy and best practices. Principal provides ongoing observations and feedback on instruction to teachers.

What evidence do you see that your practices are effective?

Improved quality of SIPPS instruction delivery in K-2 classrooms; Gradual improvement on iReady Reading assessments.

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

With financial support of the ELSB, we plan to hire additional tutors to teach SIPPS instruction. Parent & family engagement is predicted to increase with the addition of Family Navigators through the Oakland Reach Virtual Hub.

20-21 Conditions for Adult Professional Learning Priority: Teacher Retention

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|--|--|
| Theory of Change: | If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for Newcomers and Students with Disabilities, and Parent/Family Engagement then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease. |
| Related School Goal: | Parker will increase teacher retention rates by 30%. |
| Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | |
| Prioritization of teacher acknowledgement & appreciation for going above and beyond expectations. Another staff retreat planned for the future. | |
| What evidence do you see that your practices are effective? | |
| Teacher follow through with expectations when under pressure from the union and other influences. | |
| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | |
| Implement a more targeted effort to use CHKS Staff Survey results for staff reflection, discussion, and planning. | |
| 20-21 Conditions for English Language Learners Priority: EL Reclassification | |
| Theory of Change: | If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for African American and Newcomer students then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease. |
| Related School Goal: | Using integrated ELD and best instructional practices, Parker will reach a minimum goal of at least 25% of our English Language Learners reaching reclassification. |
| Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe. | |
| Use of Strong Start Plans to implement EL Education Language Dives. | |
| What evidence do you see that your practices are effective? | |
| Implementation of EL Education Language Dives in some classrooms. | |
| Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA. | |
| Offer more professional development opportunities around EL Language Dives and designated ELD. | |
| DEPARTURE FROM PLANNED 20-21 SPSA BUDGET | |
| Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why? | |
| No significant differences between 20-21 SPSA proposed budget and estimated actual budget. | |

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Parker Elementary School

School ID: 144

3: SCHOOL STRATEGIES & ACTIONS

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority ("Big Rock"): Reduce referrals and chronic absenteeism rates.

School Theory of Change: If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for Newcomers and Students with Disabilities, and Parent/Family Engagement then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.

Related Goal(s): All students build relationships to feel connected and engaged in learning.

Students to be served by these actions: *All Students*

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|--|--|--|--|--|
| 1-1 | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including SPED, homeless and foster youth. | Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans. | Evidence would include a decrease in quarterly absenteeism rate data and reduction of referrals. Frequency of staff professional development sessions, and observation/learning walk logs. | Rate of chronic student absenteeism pre and post pandemic; low literacy proficiency rates. | Tier 1 |

| | | | | | |
|-----|--|--|--|--|--------|
| 1-2 | Teachers promote positive classroom climate & culture that involves teaching of social-emotional learning standards, explicit teaching and modeling of behavior expectations & school rules. | Principal and Leadership Team allocates time for strategic teacher-parent engagement, family engagement activities and ensures a minimum of three family engagement workshops. | Meeting agenda, event programs & flyers, parent sign-in sheets. | Further guidance and training on appropriate use of the URF form. Additional training needed on Tier I student support and intervention. Staff turnover; limited teacher support and training from the central office. | Tier 1 |
| 1-3 | Teacher implement consistent incentives and rewards program to promote positive behavior. | Establish strong Attendance, PBIS, and COST committees that meet, plan, implement goals regularly. | Committee meeting agendas, quarterly attendance reports, and professional development agendas. | | Tier 2 |

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

| | | | | | |
|--|--|---------------------------|-----------------------------------|---|---|
| School Priority ("Big Rock"): | Improve student performance in Mathematics | | | | |
| School Theory of Change: | If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion for ELLs, GATE students, Low Performing students and extended Learning Time then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient ELLs, GATE, Low Performing, and Extended Learning Time students with disabilities) students on formative and summative Embedded Assessments and SBAC. | | | | |
| Related Goal(s): | All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. | | | | |
| Students to be served by these actions: | <i>All Students</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |

| | | | | | |
|-----|--|--|--|--|--------|
| 2-1 | We will engage students in complex tasks in mathematics and offer supports through a focus on visual supports, math vocabulary, and math sentence frames to support math discussions. | Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning. | Learning walks conducted by principal and coach will show teacher use of complex tasks, consistent use of visual models, math vocabulary instruction, and student use of sentence frames to support math discussion. Assessment results will show increased proficiency and increase in percentage of students performing at and near standards in math. | | Tier 1 |
| 2-2 | Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities. | Principal and Leadership Team will provide regular professional development and PLC collaboration time to analyze student assessment data and plan intervention and student support. | Assessment results will indicate an increase in the percentage of students performing at or near standard on assessments; review of student exit tickets will reveal student understanding. | | Tier 2 |
| 2-3 | Diagnose/assess students math level using curriculum-embedded or other math screener. | Provide additional staff to support teachers in class with individualized mitigation and differentiation at students appropriate level. | Sign-In sheets from professional development sessions and teacher logs from PLC sessions. | | Tier 1 |
| 2-4 | Teachers use prep time for unpacking lessons/curriculum. | Provide prep time for teachers as well as PDs and PLCs. Prioritizing math and planning time. | Lesson plans and prepared slide decks tracker. Observation and feedback. | | Tier 1 |

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

| | |
|--------------------------------------|----------|
| School Priority ("Big Rock"): | Literacy |
|--------------------------------------|----------|

| School Theory of Change: | If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction for African Americans, Low Income students, Foster Youth and Teacher Professional Development and receive consistent coaching support and feedback, then there will be an increase in the number of proficient African Americans, Low Income, and Foster Youth students, on ELA formative and summative assessments (F&P, SBAC,SRI). | | | | |
|--|---|---|--|--|--|
| Related Goal(s): | All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less. | | | | |
| Students to be served by these actions: | <i>All Students</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 3-1 | Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations | Principal and Early Literacy Coach provide teachers with a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy based on the Early Literacy Cohort curriculum and best practices. | Data collected on reading level progress measured by running record and mastery tests. Data collected during learning walks. Student articulation of reading level and reading goals. | | Tier 1 |
| 3-2 | Teachers to build their content knowledge around research-based early literacy practices (including targeted and resourced intervention) and assessments to accelerate student growth. | Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community. | Teacher professional development exit ticket surveys. Data collected during learning walks. Sign-In sheets from professional development sessions and teacher logs from PLC sessions. | | Tier 2 |
| 3-3 | Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards for students who have met standards. | Principal and LeadershipTeam observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning. | Learning walks conducted by principal and coach will show teacher use of high DOK level questioning, use of complex texts, and students tasks with writing with evidence. Assessment results will show increased levels of proficiency and standards met in reading. | | Tier 1 |

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

| School Priority ("Big Rock"): | Teacher Retention | | | | |
|--|--|--|--|--|--|
| School Theory of Change: | If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for Newcomers and Students with Disabilities, and Parent/Family Engagement then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease. | | | | |
| Related Goal(s): | Parker will increase teacher retention rates by 30%. | | | | |
| Students to be served by these actions: | <i>All Students</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 4-1 | Teachers participate in staff retreats and conferences to provide collaboration, team-building, personalized coaching, professional development opportunities, and build resiliency. | Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community. | C.A. Healthy Kids staff survey results will indicate increased job satisfaction and improved working conditions. | | Tier 2 |
| 4-2 | Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study). | Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community. | Frequency of coaching, professional development, and collaboration opportunities; training sign in sheets. | | Tier 1 |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

| | |
|--------------------------------------|---------------------|
| School Priority ("Big Rock"): | EL Reclassification |
|--------------------------------------|---------------------|

| School Theory of Change: | | If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for African American and Newcomer students then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease. | | | |
|--|--|--|---|--|--|
| Related Goal(s): | | English Learner students continuously develop their language, reaching English fluency in six years or less. | | | |
| Students to be served by these actions: | | <i>English Language Learners</i> | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
| 5-1 | Teachers provide Integrated ELD and language dives using EL Education ELA curriculum that provides EL students with appropriate scaffolds in content area instruction; intentionally develops students' academic language and literacy specific to each discipline (language of math, science, history, etc.); use ample oral and written production of language; and intentionally incorporates academic discussion, use complex text, and writing into content-area instruction. | Principal and Leadership Team develops, provide, monitor and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. | Learning walks conducted by principal and Leadership Team will show teacher use of noted best practices of ELD instruction. Increase in mid-year Scholastic Reading Inventory (SRI) performance by ELLs | | Tier 2 |
| 5-2 | Teachers provide English Language Learners and new comers with access to and engagement in the academic demands of Common Core State Standards. | Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning. | Learning walk observed use of explicit vocabulary instruction and use of academic language, Reading and Writing Workshop, Close Reading and Shared Reading of Complex Text, Guided Reading and Small Group Instruction through differentiation in small groups and scaffolding. | | Tier 1 |

| | | | | | |
|-----|--|--|---|--|--------|
| 5-3 | Teachers engage families, particularly economically disadvantaged students in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning, particularly with newcomer populations. | Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops. | Number of site offerings of parent engagement opportunities, including workshops, parent-teacher conferences, and community meetings. | | Tier 1 |
|-----|--|--|---|--|--------|

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 144

School: Parker Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---|---------------|-------------------------------|-------------|--|------|------------------------|------|--|--|----------------------|
| Substitutes | \$999 | General Purpose Discretionary | 1150 | Certificated Teachers: Substitutes | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Principal and Leadership Team will provide regular professional development and and PLC collaboration time to analyze student assessment data and lan intervention and student support. | 144-1 |
| Supplies | \$9,451 | General Purpose Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn. | 144-2 |
| Copier | \$4,000 | General Purpose Discretionary | 5610 | Equip Maintenance Agreement | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Fund school supplies for the entire school, including paper, ink so that all students have access to adequate resources to learn. | 144-3 |
| Postage | \$400 | General Purpose Discretionary | 5910 | Postage | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Fund postage to send communications between school and families regarding students. | 144-4 |
| Full-time STIP Subs to support academic intervention in math & ELA | \$60,311 | Title I: Basic | 1105 | Certificated Teachers' Salaries | 6255 | STIP Teacher | 1.00 | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Provide additional staff to support teachers in class with individualized mitigation and differentiation at students appropriate level. | 144-5 |
| Teacher on Special Assignment to provide instructional coaching and early literacy support. | \$97,135 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 0810 | 11-Month Classroom TSA | 0.70 | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Principal and Leadership Team will provide regular professional development and and PLC collaboration time to analyze student assessment data and lan intervention and student support. | 144-6 |
| Part-time Social Worker to provide mental health and social emotions support and services to students and families. | \$71,408 | LCFF Supplemental | 1205 | Certificated Pupil Support Salaries | 7125 | Social Worker | 0.50 | Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6) | Establish strong Attendance, PBIS, and COST committees that meet, plan, implement goals regularly. | 144-7 |
| Full-time STIP Subs to support academic intervention in math & ELA | \$0 | Title I: Basic | 1105 | Certificated Teachers' Salaries | 7187 | STIP Teacher | 1.00 | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Provide additional staff to support teachers in class with individualized mitigation and differentiation at students appropriate level. | 144-8 |
| Childcare for parent meetings | \$693 | Title I: Parent Participation | 2422 | Clerical Salaries: Extra Compensation | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Teachers engage families, particularly economically disadvantaged students in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning, particularly with newcomer populations. | 144-9 |
| Refreshments for parent meetings | \$1,167 | Title I: Parent Participation | 4311 | Meeting Refreshments | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Teachers engage families, particularly economically disadvantaged students in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning, particularly with newcomer populations. | 144-9 |

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 144

School: Parker Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---|---------------|---|-------------|---|------|----------------------|------|--|--|----------------------|
| Parent Workshop Facilitators | \$600 | Title I: Parent Participation | 5825 | Consultants | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Teachers engage families, particularly economically disadvantaged students in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning, particularly with newcomer populations. | 144-10 |
| Teacher Stipends | \$1,300 | LCFF Supplemental | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Teachers engage families, particularly economically disadvantaged students in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning, particularly with newcomer populations. | 144-8 |
| Technology Specialist to support classroom instruction. | \$16,306 | LCFF Supplemental | 5737 | IT Computer Tech | tbd | tbd | 0.00 | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2) | Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including SPED, homeless and foster youth. | 144-9 |
| Intervention Teacher | \$47,000 | Salesforce Principal Innovation Fund | 1105 | Certificated Teachers' Salaries | 4797 | Intervention Teacher | 0.60 | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities. | 144-10 |
| Intervention Teacher to support small group instruction and focus students. | \$29,850 | LCFF Concentration | 1105 | Certificated Teachers' Salaries | 4797 | Intervention Teacher | 0.40 | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities. | 144-11 |
| IT Computer Tech | \$3,000 | LCFF Concentration | 5737 | IT Computer Tech | tbd | tbd | tbd | Goal 1: All students graduate college, career, and community ready. | Provide additional staff to support teachers in class with individualized mitigation and differentiation at students appropriate level. | 144-12 |
| Middle school elective contractors to provide a wide variety of enrichment courses to enhance and broaden student learning. | \$40,570 | Measure G1 | 5825 | Consultants | n/a | n/a | n/a | Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2) | Provide additional staff to support teachers in class with individualized mitigation and differentiation at students appropriate level. | 144-12 |
| Early Literacy STIP Teacher to provide SIPPS instruction, small group instruction, fluency sessions, and other literacy supports. | \$60,555 | Early Literacy Support Block (ELSB) Grant | 1105 | Certificated Teachers' Salaries | tbd | STIP Teacher | 1.00 | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations | 144-13 |

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 144

School: Parker Elementary School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---|---------------|---|-------------|--|------|------------------------|------|--|---|----------------------|
| Early Literacy Tutor to provide SIPPS instruction and intervention. | \$12,000 | Early Literacy Support Block (ELSB) Grant | 2105 | Classified Instructional Aide Salaries | tbd | Early Literacy Tutor | 0.50 | Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4) | Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations | 144-14 |
| TSA to support and manage Early Literacy Program | \$41,629 | Early Literacy Support Block (ELSB) Grant | 1119 | Certificated Teachers on Special Assignment Salaries | 0810 | 11-Month Classroom TSA | 0.30 | Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff. | Principal and Early Literacy Coach provide teachers with a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy based on the Early Literacy Cohort curriculum and best practices. | 144-15 |
| ANet Instruactional Coaching and Professional Development | \$28,000 | Salesforce Principal Innovation Fund | 5825 | Consultants | n/a | n/a | n/a | Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff. | Principal and LeadershipTeam develops, provide, monitor and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data. | 144-16 |
| Zearn math | \$2,000 | Title IV: Student Support & Academic Enrichment | 5846 | Licensing Agreements | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | We will engage students in complex tasks in mathematics and offer supports through a focus on visual supports, math vocabulary, and math sentence frames to support math discussions. | 144-17 |
| Certificated Teachers' stipends | \$4,150 | Title IV: Student Support & Academic Enrichment | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Provide prep time for teachers as well as PDs and PLCs. Prioritizing math and planning time. | 144-18 |
| After School Education | \$149,259 | After School Education & Safety (ASES) | 5825 | Consultants | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Provide additional staff to support teachers in class with individualized mitigation and differentiation at students appropriate level. | 144-19 |
| Library Technician | \$50,571 | Measure G: Library | 2205 | Classified Support Salaries | 7696 | Library Technician | 0.80 | Goal 1: All students graduate college, career, and community ready. | Library Technician to support literacy growth and development of all students. | 144-20 |
| Books | \$1,000 | Measure G: Library | 4200 | Books other than Textbooks | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations | 144-21 |
| Supplies | \$500 | Measure G: Library | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Supplies to support library for all students. | 144-22 |
| Library Furniture | \$2,929 | Measure G: Library | 4432 | Furniture < \$5,000 | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Furniture for library to create welcoming space for all students and community. | 144-23 |



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

School-Parent Compact

Parker Elementary & Middle School

2020-21

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

We use standards-aligned curriculum, strong tier-I and differentiated instruction, and push-in and pull out small group instruction to provide academic intervention for students.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

We offer multiple opportunities for parent-teacher conferences including weekly teacher/parent check-in meetings to discuss student progress & goals in the form of virtual home visits. We also provide parent-teacher conference opportunities following the November and March student report card distribution.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

In addition to weekly teacher/parent check-in virtual home visits, we provide quarterly reports on student academic progress. In addition, state academic standards, assessments, and how to improve the achievement of their children is covered multiple times throughout the year,

including at the Title I annual parent meeting, during School Site Council meetings, and other parent engagement meetings.

Provide parents reasonable access to staff.

Parents have access to staff through virtual meetings, conferences, email, and Talking Points parent communication application.

- 4) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

All parents are encouraged to volunteer at the school in our classrooms and for activities and events. We have a volunteer brochure created to provide a menu of opportunities and the process for how to get involved.

- 5) Provide parents with materials and training to help them improve the academic achievement of their children.**

The information is covered multiple times throughout the year, including at the Title I annual parent meeting, during School Site Council meetings, and other parent engagement meetings.

- 6) Educate staff members on the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

We consistently encourage staff to engage parents whenever possible. Our staff regularly welcomes parents to participate in their child's or children's education.

- 7) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**

Parents have access to meaningful communication through virtual home visits, conferences, email, and Talking Points parent communication application.

Teacher Responsibilities

[This section is optional; schools may identify additional responsibilities for teachers.]

Examples:

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*
- Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- *[Add other responsibilities at school's discretion]*

Student Responsibilities

[This section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]

Examples:

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the *(Parker)* on *(insert date)*, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before *(September 30th)*.

Signature of Principal

Rocquel Colbert, Principal
Parker Elementary & Middle School

Date: September 1, 2020



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Parker Elementary & Middle School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Title I parent meeting monthly School Site Council and SELLS meetings.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Title I parent meeting and monthly School Site Council, and SELLS meetings.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Title I parent meeting and monthly School Site Council, SELLS meetings, email and phone messages.

The school communicates to families about the school's Title I, Part A programs by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, email and phone messages.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Title I parent meeting and monthly School Site Council, and SELLS meetings.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, email, and phone messages.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, email, and phone messages.

■ **OUSD Family Engagement Standard 4: Learning at Home**

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Title I parent meeting and monthly School Site Council, and SELLS meetings.

- The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:
- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

The school provides support for parent and family engagement activities requested by parents by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

Adoption

This policy was adopted by the (Parker) on (insert date) and will be in effect for the period (- first day of school) through (- last day of school).

The school will distribute this policy to all parents on or before September 30, of the current school year.

Name of Principal
Rocquel Colbert

Signature of Principal
Rocquel Colbert

Date: September 1, 2020

Please attach the School-Parent Compact to this document.



Strategic Resource Planning (SRP)

(Elementary School Name Here)
School Site Council Membership Roster
2020-2021

SSC - Officers

| | |
|-------------------|------------------|
| Chairperson: | Dawn Allen |
| Vice Chairperson: | Christina Canepa |
| Secretary: | LaKarri Watkins |

SSC - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member |
|--|-----------|-------------------|-------------|-------------------------|
| Rocquel Colbert | X | | | |
| Christina Canepa (Alternate - non voting) | | X | | |
| Kelly Joyce | | X | | |
| Dilia Salazar | | X | | |
| Gail Wooley | | X | | |
| LaKarri Watkins | | | X | |
| Evelyn Lee | | | | X |
| Sheena Lee | | | | X |
| Dawn Allen | | | | X |
| DeAdrian Jones | | | | X |
| Aaron De La Torre (Alternate - non voting) | | | | X |

| | |
|--|---------------------------------------|
| SSC Meeting Schedule: (Day/Month/Time) | 1st Wednesday of each month at 3:15pm |
|--|---------------------------------------|

SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

