

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 24, 2015

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Susana Ramirez Director, State and Federal Compliance

Re: 2015 - 2016 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Parker 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, 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 to student success.

Fiscal Impact:

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

- Title I
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Parker School.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Legislative File ID No.: 15-1276
Introduction Date: 6/24/15
Enactment No.: 15-1017
Enactment Date: 6/24/15

2015-2016 Single Plan for Student Achievement (SPSA)

School: Parker Elementary School
CDS Code: 1612596002091
Principal: Koy Hill
Date of this revision: 6/10/2015

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 Person:	Koy Hill	Position:	Principal
Address:	7929 Ney Avenue Oakland, CA 94605	Telephone Number:	510-879-1440
		Email Address:	koy.hill@ousd.k12.ca.us

The District Governing Board approved this revision of the SPSA on: 6/24/2015

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

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name:

Parker Elementary School

Site Number: 144

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> 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: 5/20/2015


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

- | | | |
|---|---|---|
| <input type="checkbox"/> Fliers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|---|---|

Signatures:

Koy Hill

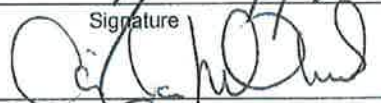
Print name of School Principal


Signature

5/20/15
Date

Aida Olvera

Print name of SSC Chairperson


Signature

5/20/15
Date

Wes Jacques

Print name of Network Superintendent


Signature

5/29/15
Date

Susana Ramirez
Susana Ramirez, Director, State & Federal Programs


Signature

6-4-15
Date

SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

School Site Name: 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 Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2014	SSC	Shared rationale and overview of Focused Annual Plan.
11/1/2014	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2014	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to FAP goals.
12/5/2014	Faculty & SSC combined	Budget training and review budget summary including major FAP strategies & activities 2015-2016. Documented feedback for ILT review.
1/7/2015	EL Parent Sub-Committee	Presented FAP goals and activities to increase EL SRI scores and re-classification, documented feedback for ILT review.
2/4/2015	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
11/19/2014	SSC	Overview of current plan, Approve Home/School Compact and Review of Parent Involvement Policy
12/17/2014	SSC	Review of achievement data and District resource powerpoint
1/14/2015	ILT and full staff	Development of School priorities and Budget needs for 2015-16
1/21/2015	SSC	Development of School priorities and Budget needs for 2015-16
3/12/2015	Parents	Main elements of school plan with a focus on attendance
4/22/2015	SSC	Review and approval of the draft of the SPSA
5/20/2015	SSC	Approval of final SPSA

2015-2016 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 Base #0000	\$64,200.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$138,765.09	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program (FTE Only) ... ASES #6010	\$96,879.17	TBD
TOTAL:	\$324,844.26	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$57,198.79	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,428.17	TBD
School Improvement Grant ... SIG Resource #3180	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$58,626.96	\$0.00

MAJOR IMPROVEMENT PRIORITIES

MAJOR IMPROVEMENT PRIORITY #1: **Balanced Literacy**

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #1

- Main goal: 100 % of students will increase reading levels each trimester measured by Fountas and Pinelle and SRI (2nd - 5th)/ Dibels (K-1).
- Kinder/1st Graders will meet expected end of year measures on Dibels and F&P.
- Student in 2nd - 5th will increase the at or above grade level band by 15 or more percentage points in SRI.
- Students who are approaching or at grade level will increase their F & P reading level by 1 or 2 more reading levels per trimester.

STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
EL reclassification rates	Reclassification rates will increase by 5% points as measured by CELDT, SRI/DIBELS.	19%	1st: 30% 2nd: 50% 3rd: 65% 4th: 60% 5th: 30%	1st: 60% 2nd: 60% 3rd: 60% 4th: 60% 5th: 60%
Fountas & Pinnell	Students who are approaching or at grade level will increase their F & P reading level by 1 or 2 more reading levels per trimester.	1st: 8% 2nd: 38% 3rd: 57% 4th: 40% 5th: 8%	45%	60%
SRI	MAIN SCHOOL GOAL: School-wide percent at or above grade level	23%	80%	90%
Dibels	Percent of Kinder/1st graders meeting expected end of year measures on Dibels.	50%		

DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
School data reports show that we had 98% participation on both SRI and F&P assessments.	Improvement needed in aligning district data reports with the school data reports.
In F&P there was improvement in every grade level, average level of F&P growth from Fall2014 to Winter 2015: 1st grade: 3.5 2nd grade: 5.9 3rd grade: 1.8 4th grade: 1.6 5th grade: 1	We still have to many students reading below grade level. 1st: 8% 2nd: 38% 3rd: 57% 4th: 40% 5th: 8%
All grade levels showed growth on SRI proficiency on the midyear assessment. We had a 16% increase in SRI scores overall.	Measure Bands changed for SRI, no data to compare. 14-15 Mid year target: 60%

ROOT CAUSE ANALYSIS for Improvement Priority #1

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Due to funding, we cut back on on RTI model and relied on teachers initiating Intervention through Extended Contract. We need to be more systematic about our RTI program adjustment under new funding restriction.

This is the first year of Balanced Literacy and teachers are building their capacity with the new tools.

Decrease of BELOW students for AA, Latino due to RTI

Students are engaging in academic talk, but mediated mostly through teachers. We need to strengthen students' ability to sustain academic discussion between each other.

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

ELA: doing well with setting goals in reading, writing instruction is a struggle due to competing priorities. We see more writing instruction than before; Units of Study in Writing is limited in scope of grammar & sentence structure More PD/PLC needs to be dedicated to writing instruction.

We had an increase in newcomer students and we did not have a newcomer pull out program implemented.

We use Data to Inform Instruction and Professional Dialogue. We have a data wall to help us understand how to look at a child's progression through reading levels to determine whether or not the individual is making adequate progress. The data wall created a sense of urgency about strategic explicit instruction that is intentional, differentiated by A-Z reading levels, and targeted toward strengthening strengths and compensating challenges within a child's zone of proximal development. Teachers provide scaffolds necessary to connect what the child knows and support the beginning of new learning that eventually the child will gain control over and no longer need support in.

MAJOR IMPROVEMENT STRATEGY #1

Observation/Feedback and our Extended Site Visit has shown that teachers are consistently implementing Readers Workshop, although quality varies. Teachers are not yet consistently implementing Writers Workshop, and our writing instruction is not clearly aligned and developmental across grade levels.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
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 supplemental instructional materials	A part-time library clerk to ensure library resources are used.
Teachers will use Guided Reading, daily conferring, and writing to improve academic performance.	Provide teacher extended contracts so they can have grade level collaboration, peer tutoring, school culture meetings, and share best practices around differentiated instruction,	An academic mentor 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 program 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 opportunities.	Observation and Feedback	Benefit cost for LCAP funded personnel
	Our lead TSA will develop individual group and system wide capacity for consistent implementation and data analysis. This will include our middle school students	Develop a strong and comprehensive early childhood program with Transitional Kinder.
	Benefit costs for LCAP funded personnel	
	benefit costs for Title I funded personnel	

	With TK, students at Parker will enter Kindergarten more prepared and better positioned to succeed.	
	Parker GATE students will attend additional activities to support advanced learning.	



MAJOR IMPROVEMENT PRIORITY #2: Science, Technology, Engineering and Mathematics

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #2

- Increase the number of students scoring at or above proficient on assessments by 10%
- Prepare students for success on SBAC by providing technology classes.
- Students will use academic discussions to deepen their understanding of math and science
- All students will meet end of year grade level proficiency on Math Common Core State Standards, as measured by the summative, District Benchmark Assessments and SBAC.

STUDENT GOAL TARGET(S) for Improvement Priority #2

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Other	Math Diagnostic	N/A	N/A	85%
SMI	Conceptual Understanding on District SIRA Benchmark Assessments.	N/A	N/A	80%
Other		N/A	N/A	70%

DATA ANALYSIS for Improvement Priority #2

Performance Strengths	Performance Challenges
K-85% 1st-70% 2nd-65% 3rd-65% 4th-60% 5th-60% 6th-40% in Math	Performance task was lowest of three areas compared with multiple choice, constructed response
Technology continues to be used schoolwide to enhance and highlight the math and science content through computer based programs.	Integrating the science data to increase performance and instruction were difficult due to the lack of alignment of tools.
Teachers analyze, plan, implement and assess data during their weekly grade level planning sessions and during their PLC Group (K-1), (2-3), (4-5) planning time.	Determining the data that will be used on a weekly basis.

ROOT CAUSE ANALYSIS for Improvement Priority #2

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

Observation/Feedback and Instructional Rounds have shown that teachers have consistency integrated opportunities for students to engage in a varying degree Academic Discussions during Science.

Observation/Feedback have revealed that the Math Pacing Guide is not aligned to the District Assessment Calendar and teachers needed more time to teach the units.

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

Science lessons were modified causing a new acquisition of skill set. Just handling FOSS materials have been a challenge with the time constraints of the teacher schedule.

MAJOR IMPROVEMENT STRATEGY #2

Create a common schoolwide vision for math to include prioritizing power standards, sharing instructional practice to teach math thinking and data-driven achievement. 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.

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers will use number talk and other best instructional practices.	Provide substitutes so that teachers may attend professional development and work on special projects	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 program 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,	Purchase updated equipment for classroom use.	
Teachers will use input from Observation and Feedback to increase instructional practices.	Purchase computers and technology for classroom use.	
reate 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	
nsure 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.	

MAJOR IMPROVEMENT PRIORITY #3:

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

STUDENT GOAL(S) for Improvement Priority #3

• Main Goal: We will provide all students with a supportive healthy and safe environment in which to grow and thrive academically and socially where all students will show good attendance by attending school regularly in order to support their academic growth.

- The chronic absence current rate will shrink by 12pp and afterwards shrink by 5pp each year.
- At least 80% of students will report yes they feel safe at school most/all of the time.
- At least 99% of students will report yes they feel safe at school most/all of the time.

STUDENT GOAL TARGET(S) for Improvement Priority #3

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Chronic Absence	% of students that are chronically absent will decrease	18%	10%	10%
CHKS Survey	% of students will increase that feel safe at school	N/A	80%	100%

DATA ANALYSIS for Improvement Priority #3

Performance Strengths	Performance Challenges
Chronic Absence % decreased during the school year.	Having an attendance clerk for only .50. Our community has struggled with attendance for years.
At least 80% of kids feel safe at school according to CHKS survey	The community continues to deal with high levels of crime and violence.

ROOT CAUSE ANALYSIS for Improvement Priority #3

What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?

We continue to work on attendance and decreasing our % of students who are chronically absent.

We will continue to have weekly attendance meetings to decrease our percentage of students chronically absent.

Attendance Team Meetings: Meeting with Attendance Team at least 2X per month to implement comprehensive attendance plan

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

Breaking systemic values with daily attendance for the community we serve.

Providing Mental Health Services for our students with limited resources.

MAJOR IMPROVEMENT STRATEGY #3

<i>Teaching Practices:</i>	<i>Leadership Practices:</i>	<i>Organizational Practices:</i>
Teachers make supportive calls to families 2 hours per month to encourage attendance, set goals with students and incentivize improvement	Heroes 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
	Refreshments for trainings	Timely mailings through the district of school documents.
	Team focuses on the development of a positive school culture plan that includes clear steps for staff and families to access.	The after school program will align with our school program to support small group literacy instruction and math conceptual learning.
	Kindergarten Open House for potential families	No Nonsense Nurseries training for all staff.
		Build SEL competencies of Adults serving students. Provide SEL education to adults during staff meetings
		Build Teacher Competency on SEL Supports for Specific Student Populations (African American males, ELs, Low Income, SpEd, Foster youth, etc.)



Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

School: Parker Elementary School												
BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #1 (Balanced Literacy)											Click here for the full list of LCAP strategies.	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
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 provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels.	Fountas & Pinnell	Low-Income Students	support to be determined	LCFF Supplemental	4399				\$4,896.41	144-1A		A2.1: Implementation of CCSS & NGSS
Teachers will use Guided Reading, daily conferring, and writing to improve academic performance.	Fountas & Pinnell	Low-Income Students	Lead TSA	Title I Basic	1119	11 month TSA	C11TSA99	0.4	\$23,015.58	144-1B		A3.2: Reading Intervention
Teachers will backwards map the CC standards.										144-1C		
Teachers will use collaboration time to analyze data, develop lesson plans, and create rubrics.	Fountas & Pinnell	Low-Income Students	STIP Sub	LCFF Supplemental	1105	STIP sub	TCSTIP0313	1	\$26,181.47	144-1D		A2.1: Implementation of CCSS & NGSS
Teachers will use differentiated instruction to meet the needs of all their students.										144-1E		
Teachers will teach HFW and Sight Words to all TK students.										144-1F		
Provide supplemental instructional materials	Fountas & Pinnell	Low-Income Students	instructional supplies	General Purpose Discretionary	4310				\$26,505.25	144-1G		A2.1: Implementation of CCSS & NGSS
Provide teacher extended contracts so they can have grade level collaboration, peer tutoring, school culture meetings, and share best practices around differentiated instruction.	Fountas & Pinnell	Low-Income Students	Extended contracts	General Purpose Discretionary	1120				\$10,000.00	144-1H		A2.5: Teacher Professional Development for CCSS & NGSS
Apirinet tutoring program for our most at risk students	SRI	Low-Income Students	Consultant to provide mentoring/tutoring program	LCFF Concentration	5825				\$2,500.00	144-1I		A3.1: Blended Learning
Provide substitutes so that teachers may attend professional development and work on special projects	Fountas & Pinnell	Low-Income Students	Hire subs to cover classes so teachers may attend professional development	General Purpose Discretionary	1150				\$10,000.00	144-1J		A2.5: Teacher Professional Development for CCSS & NGSS
Provide supplemental instructional materials	Fountas & Pinnell	Low-Income Students	instructional supplies	LCFF Supplemental	4310				\$16,955.10	144-1K		A2.1: Implementation of CCSS & NGSS
Provide supplemental instructional materials	Fountas & Pinnell	Low-Income Students	instructional supplies	Title I Basic	4310				\$8,766.78	144-1L		A2.1: Implementation of CCSS & NGSS
Provide classroom library and library books on a variety of levels	Fountas & Pinnell	Low-Income Students	Purchase of other books	LCFF Supplemental	4200				\$6,000.00	144-1M		A2.3: Standards-Aligned Learning Materials
Our lead TSA will develop individual group and system wide capacity for consistent implementation and data analysis. This will include our middle school students										144-1N		
Benefit costs for Title I funded personnel			Benefit costs	Title I Basic	3000				\$12,359.70	144-1O		A2.1: Implementation of CCSS & NGSS
Benefit costs for LCAP funded personnel			Benefit costs	LCFF Supplemental	3000				\$21,060.60	144-1P		A2.1: Implementation of CCSS & NGSS
Benefit costs for LCAP funded personnel			Benefit costs	General Purpose Discretionary	3000				\$3,794.75	144-1Q		A2.1: Implementation of CCSS & NGSS

Parker GATE students will attend additional activities to support advanced learning.										144-1R		
A part-time library clerk to ensure library resources are used.	Fountas & Pinnell	Low-Income Students	Library Clerk	LCFF Supplemental	2205				\$4,222.70	144-1S		A2.3: Standards-Aligned Learning Materials
An academic mentor to provide tiered intervention support for students not performing at grade level.	Fountas & Pinnell	Low-Income Students	Academic mentor	LCFF Concentration	2928				\$12,000.00	144-1T		A3.2: Reading Intervention
Availability of equipment for instructional materials	Fountas & Pinnell	Low-Income Students	Machine maintenance contracts	General Purpose Discretionary	5610				\$12,000.00	144-1U		A5.3: School Facilities
The after school program will align with our school program to support small group literacy instruction and math conceptual learning.	Fountas & Pinnell	Low-Income Students	A daily, high quality after school program	After School Education & Safety (ASES)	5825				\$96,879.17	144-1V		A1.6: After School Programs
Provide structured library experience with an experienced librarian.	Fountas & Pinnell	Low-Income Students	Library Clerk	Title I Basic	2205			0.5	\$10,556.73	144-1W		A2.3: Standards-Aligned Learning Materials
A STIP sub who will provide classroom coverage so that teachers may meet to collaborate with colleagues and parents, and attend professional development.										144-1X		
Benefit costs for LCAP funded personnel			Benefits for Academic Mentor	LCFF Concentration	3000				\$2,118.00	144-1Y		A3.2: Reading Intervention
Develop a strong and comprehensive early childhood program with Transitional Kinder.										144-1Z		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #2 (Science, Technology, Engineering and Mathematics)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will use number talk and other best instructional practices.	Other Science/Math test	Low-Income Students	TSA salary	LCFF Supplemental	1119	Middle School TSA	new hire	0.06	\$3,262.96	144-2A		A2.5: Teacher Professional Development for CCSS & NGSS
A STIP sub who will provide classroom coverage so that teachers may meet to collaborate with colleagues and parents, and attend professional development.	Other Science/Math test	Low-Income Students	STIP sub see line 95 priority #1	LCFF Supplemental	1105		TCSTIP0313			144-2B		
Math Coach		Low-Income Students	Math TSA	LCFF Supplemental	1119	Math TSA	C10TSA0134		\$16,185.85	144-2C		A2.5: Teacher Professional Development for CCSS & NGSS
Teachers will use input from Observation and Feedback to increase instructional practices.										144-2D		
reate a common schoolwide vision for math to include prioritizing power standards, sharing instructional practice to teach math thinking and data-driven achievement										144-2E		
nsure 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.										144-2F		
Provide substitutes so that teachers may attend professional development and work on special projects	Fountas and Pinelle	Low-Income Students	Substitutes see line 107 in priority #1	General Purpose Discretionary	1150					144-2G		

Provide supplemental instructional materials	Fontas and Pinelle	Low-Income Students	Supplemental instructional materials	LCFF Concentration	4310				\$3,382.00	144-2H		A2.3: Standards-Aligned Learning Materials
Purchase updated equipment for classroom use.		Low-Income Students	purchase of equipment and technology	LCFF Concentration	4410				\$5,000.00	144-2I		A2.3: Standards-Aligned Learning Materials
Purchase computers and technology for classroom use.		Low-Income Students	purchase of upgraded computers	LCFF Supplemental	4420				\$10,000.00	144-2J		A3.1: Blended Learning
Apiranet tutoring program for our most at risk students		Low-Income Students	Tutoring and mentoring for our most at risk students	Title I Basic	5825				\$2,500.00	144-2K		A3.1: Blended Learning
A middle school TSA to focus on science and math.										144-2L		
Availability of equipment for instructional materials		Low-Income Students	machine maintenance see line 118 in priority #1	General Purpose Discretionary	5610					144-2M		
The after school program will align with our school program to support small group literacy instruction and math conceptual learning.		Low-Income Students	A high quality after school program aligned with school curriculum see line 119 in priority #1	After School Education & Safety (ASES)	5825					144-2N		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 ()

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers make supportive calls to families 2 hours per month to encourage attendance, set goals with students and incentivize improvement										144-3A		
Teachers will teach SEL to all our students.										144-3B		
Heroes to provide structured play, leadership development, physical fitness		Low-Income Students	Consultants to help maintain positive school climate	LCFF Supplemental	5825				\$25,000.00	144-3C		A5.1: School Culture & Climate (Safe & Supportive Schools)
Provide materials for parent meetings and trainings		Low-Income Students	Supplies for parent meetings	Title I Parent	4310				\$1,228.17	144-3D		A6.5: Academic Parent-Teacher Communication & Workshops
Refreshments for trainings		Low-Income Students	Refreshments for meetings	LCFF Supplemental	4311				\$5,000.00	144-3E		A6.5: Academic Parent-Teacher Communication & Workshops
Team focuses on the development of a positive school culture plan that includes clear steps for staff and families to access.										144-3F		
Kindergarten Open House for potential families			Provide an opportunity for potential families to preview K classrooms							144-3G		
Custodial overtime for night parent meetings on such engagement topics as Middle School Orientation, Science Night, Date with Data, etc.		Low-Income Students	Custodial overtime for night or weekend parent meetings	General Purpose Discretionary	2225				\$500.00	144-3H		A5.3: School Facilities
Information completed and sent to families in a timely fashion		Low-Income Students	Clerical overtime, especially at the beginning of the year	General Purpose Discretionary	2425				\$1,000.00	144-3I		A6.5: Academic Parent-Teacher Communication & Workshops
Timely mailings through the district of school documents.		Low-Income Students	District mail service	General Purpose Discretionary	5724				\$200.00	144-3J		A6.5: Academic Parent-Teacher Communication & Workshops
The after school program will align with our school program to support small group literacy instruction and math conceptual learning.		Low-Income Students	Quality after school program that supports our focus for a safe learning environment see line 119 for priority #1	After School Education & Safety (ASES)	5825					144-3K		

Information completed and sent to families in a timely fashion		Low-Income Students	District forms on site	General Purpose Discretionary	5716				\$200.00	144-3L		A6.5: Academic Parent-Teacher Communication & Workshops
Information completed and sent to families in a timely fashion		Low-Income Students	Stamps for home mailings	Title I Parent	5910				\$200.00	144-3M		A6.5: Academic Parent-Teacher Communication & Workshops
Build Teacher Competency on SEL Supports for Specific Student Populations (African American males, ELs, Low Income, SpEd, Foster youth, etc.)										144-3N		

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

Title I School Parental Involvement Policy 2014 - 2015

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

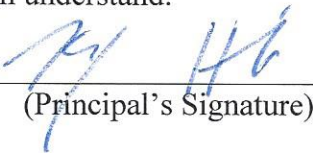
Accessibility

- 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 April 2, 2014.

This policy was adopted by the Parker School Site Council on 4/2/2014 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. 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)



(Date)

School Site Council Membership Roster – Elementary

School Name: Parker Elementary School

School Year: 2014-5

Chairperson : <div style="text-align: center;">Aida M. Olvera</div>	Vice Chairperson: <div style="text-align: center;">Alicia Martinez</div>
Secretary: <div style="text-align: center;">Shawna Frisbey</div>	*LCAP Parent Advisory Nominee: <div style="text-align: center;">TBD</div>
*LCAP EL Parent Advisory Nominee: <div style="text-align: center;">TBD</div>	*LCAP Student Nominee:

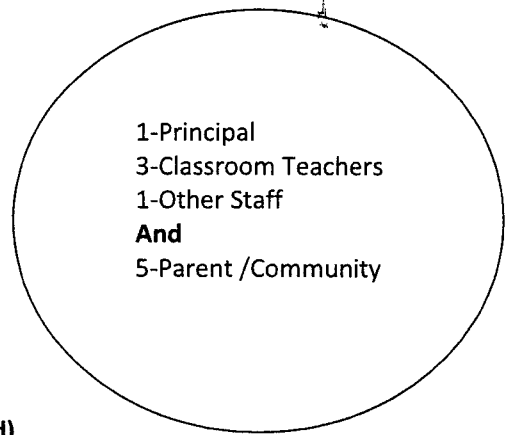
Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Koy Hill	X			
Alicia Martinez		X		
Nahseem Mehrizi		X		
Lorynne Dupree		X		
Avis Walker			X	
Shawna Frisbey				X
Veronica Ramirez				X
Maria Ornelas				X
Aida Olvera				X
Gloria Garcia				X

Meeting Schedule (day/month/time)	Third Wednesday 1:30 Sept. 17, Oct. 15, Nov.19, Dec.17, Jan. 21, Feb. 18, Mar 18, Ap. 15, May 20
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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.



(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.**