



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

Parker Elementary PreK-8 School Expansion

April 23, 2014

v2.1

Community Schools, Thriving Students

Our Vision

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To create a PreK-8 School that...

- Delivers academic excellence
- Produces focused scholars who positively impact our world
- Nurtures the whole child (mind, body and soul)
- Forms effective partnerships with families and community resources

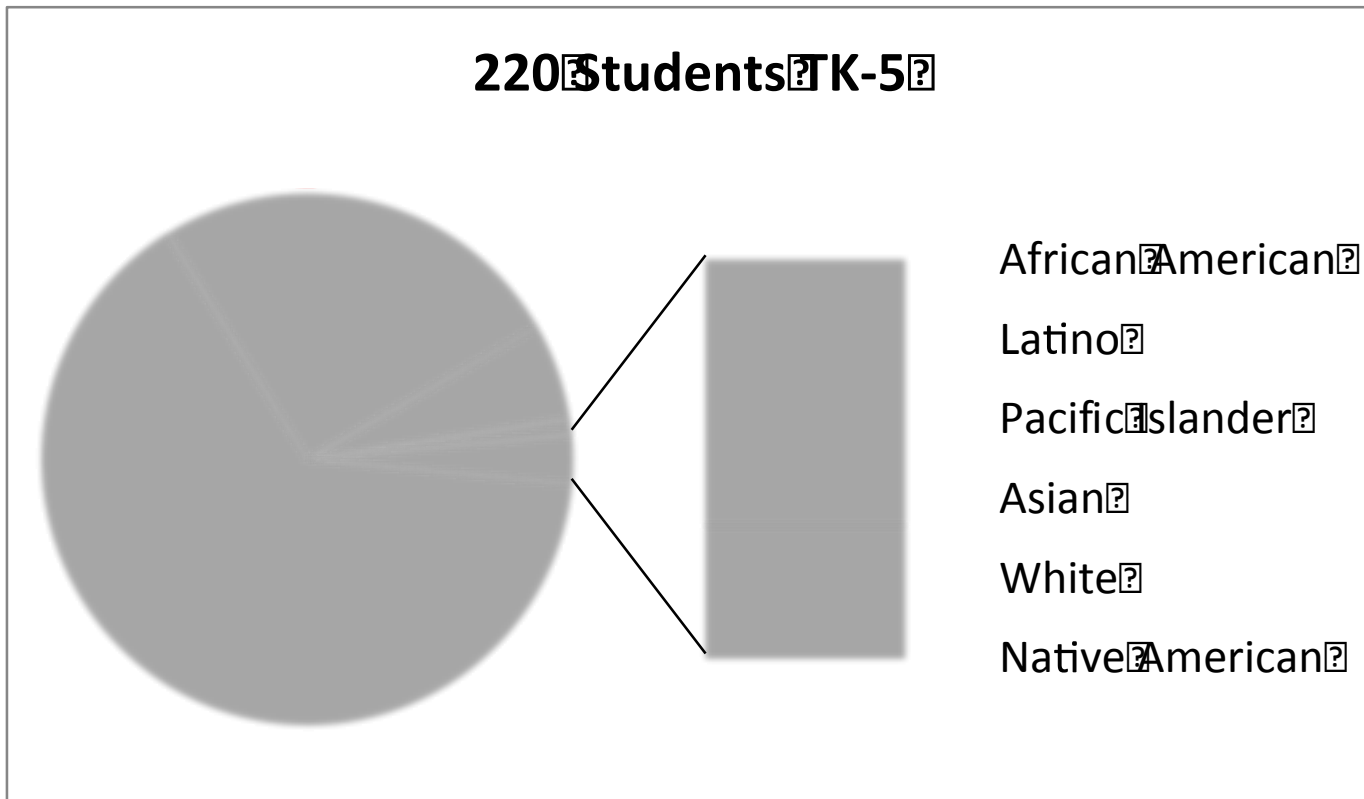


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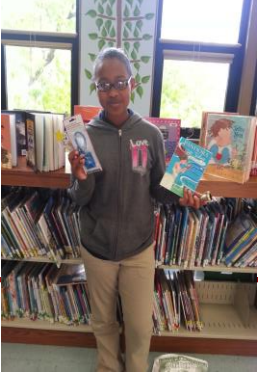
Who We Are...

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- A Community of Scholars
- A CORE Reward School
- A School Dedicated to Equity and High Achievement for All



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Parker Accomplishments

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- Highest performing school in East Oakland
- API 852, ranked 7 of 10 statewide and 10 of 10 compared to similar schools
- Top 15 for Lexile Growth of SRI Assessment 2. Rated Top 3 of 86
- Only OUSD school to increase Proficient/Advanced rate in both Math and Science on CST
- Nominated as California Distinguished School 2012 and 2013
- CORE Reward School

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Parker Accomplishments

- Highly effective school culture approach that emphasizes student responsibility and leadership
- STEM and Literacy Focus School that utilizes a Balanced Literacy Framework
- CRP model which supports all students and builds strong community engagement
- Collaborative model with cohesive PLCs and effective teacher leader structure
- Effective Partnerships with Community

Why Expand Parker Elementary?

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Parker provides academic excellence in a safe and healthy school environment with strong family engagement and community partnerships.

Oakland needs more high achieving middle schools that respond to students' needs and support students to develop their intellectual curiosity and socio-emotional development.

PreK-8

Parker is rated as the community's first choice school 100% of the time.

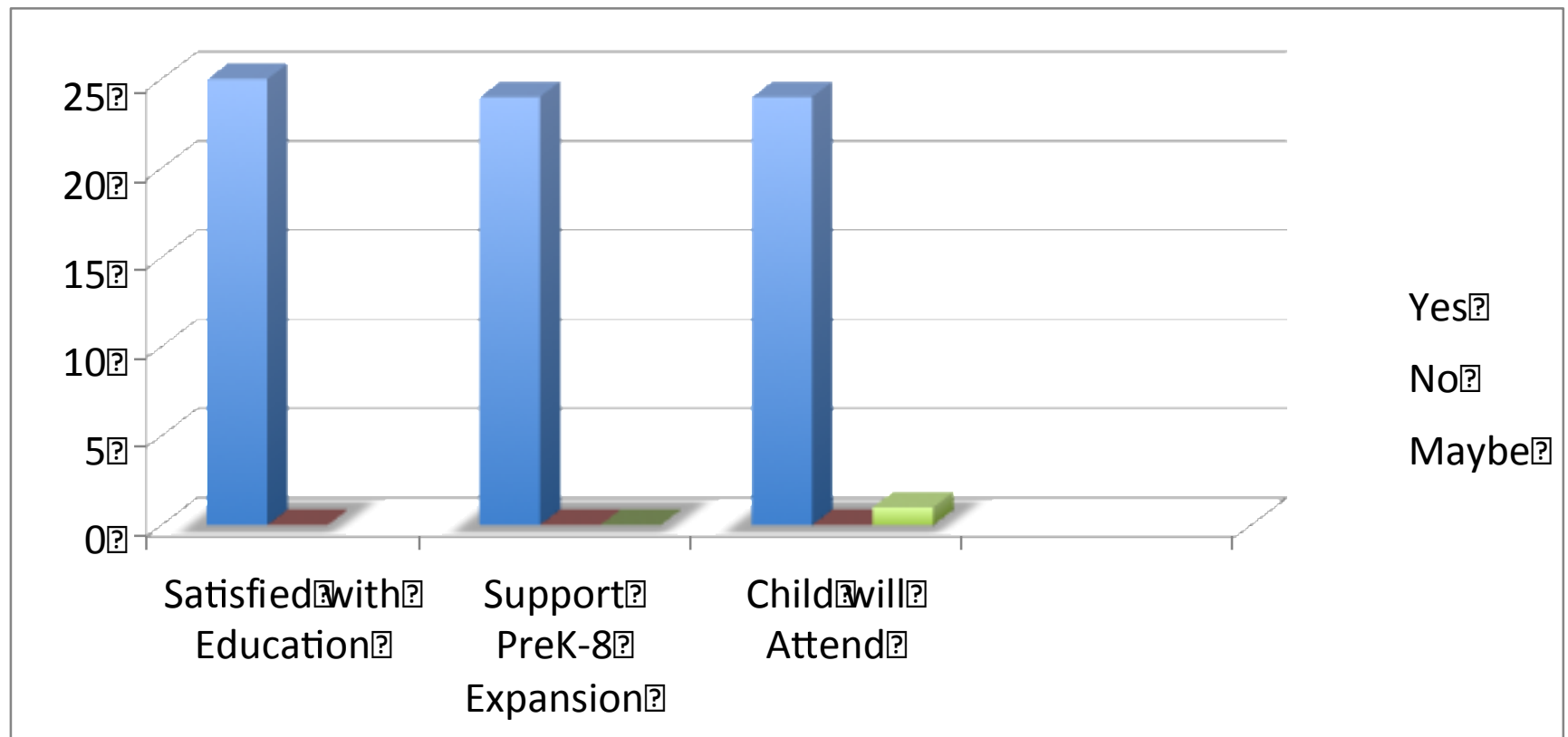
Staff, Students and Families Support Expansion!

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Community Support for Expansion

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5th Grade Parent Survey Results



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Overview of Expansion Proposal

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School will Remain at Parker Location

Parker will expand to a PreK-8 school over the next 3 years.

2014-2015 add one 6th grade class

2015-2016 two 6th grades, one 7th grade,

2016-2017 two 6th grades, two 7th grades, one 8th grade

2017-2018 two classes per grade

Year 1 Staffing expansion will include 2 TSA Teachers for one class of 25 students in order to maintain school culture, support teacher collaboration and provide time for expansion planning.

Expansion Enrollment Projections

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Year	PreK-5	Expansion	Total
2014-2015	220	25	245
2015-2016	220	75	295
2016-2017	220	125	345
2017-2018	220	150	370

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Process and Timeline

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Development of Parker PreK-8 Expansion

April-June- Family Engagement, Expansion Planning and Coaching, School Site Visits

July-August- Professional Development, Staffing, Enrollment, Expansion Planning and Coaching

Fall 2014 Parker opens with one 6th grade class, Expansion Planning and Coaching

Fall 2015 Parker opens with two 6th and one 7th grade class, Expansion Planning and Coaching

Fall 2016 Parker opens with two 6th, two 7th and one 8th grade class, Expansion Planning and Coaching

Fall 2017 Parker at full capacity with two 6th, two 7th and two 8th grade classes

**3 year
School
Expansion**

Current Work Streams

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- Family Outreach and Engagement
- Expansion Coaching and Planning
- K-8 Site Visits
- Facility Planning
- Budget Projection
- Collaboration with School and Community Partners
- Staffing and Enrollment



Overview of Costs to Implement Parker Expansion

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2014-15 DRAFT BUDGET: **BUDGET IN DEVELOPMENT**

Funding Source	Description	Amount
SES Title I LCI Funding	Professional Development and Expansion Coaching (site visits, ILT planning sessions, PD, coaching)	\$23,900
SES Title I	Staffing (1 TSA)	\$78,000
SES Title I	Staffing (STIP sub)	\$30,000
SES Title I	Summer Expansion Institute for Students	\$6000
SES Title I	Facility Upgrades –Furniture (Technology upgrades TBD) Noon Supervisor .2FTE	\$3000 \$5000
SES Title I	Marketing and Brochures	\$4000
	TOTAL Estimated Projection	\$149,900

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Theory of Action

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If We...

Then...

Provide High Quality Instruction

Ensure Teacher Collaboration and Professional Development

Consistently Use Data to Drive Instruction and Develop School Goals

Ensure the Social, Emotional and Physical Health of our Students

Prepare our Students for College and Beyond

Parker students will excel academically and transition to high school as confident, healthy and responsible leaders



Our goal: “To teach children, who come; how to read, write, think, compute, appreciate the arts, speak well and behave in socially acceptable ways, so they become economically independent and contributing members of society.”

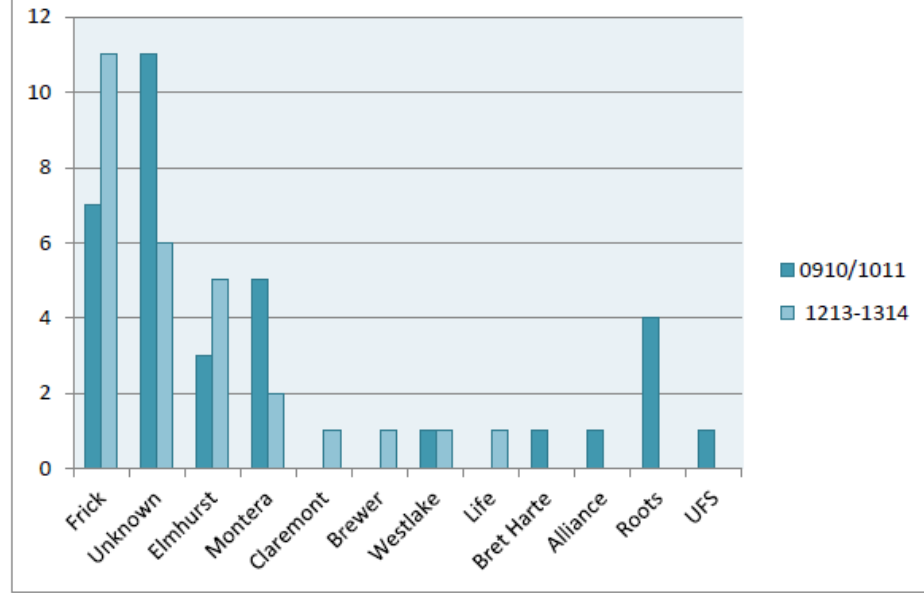
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Appendices: Additional Slides

Enrollment

GRADE 5-6 TRANSITION: Parker

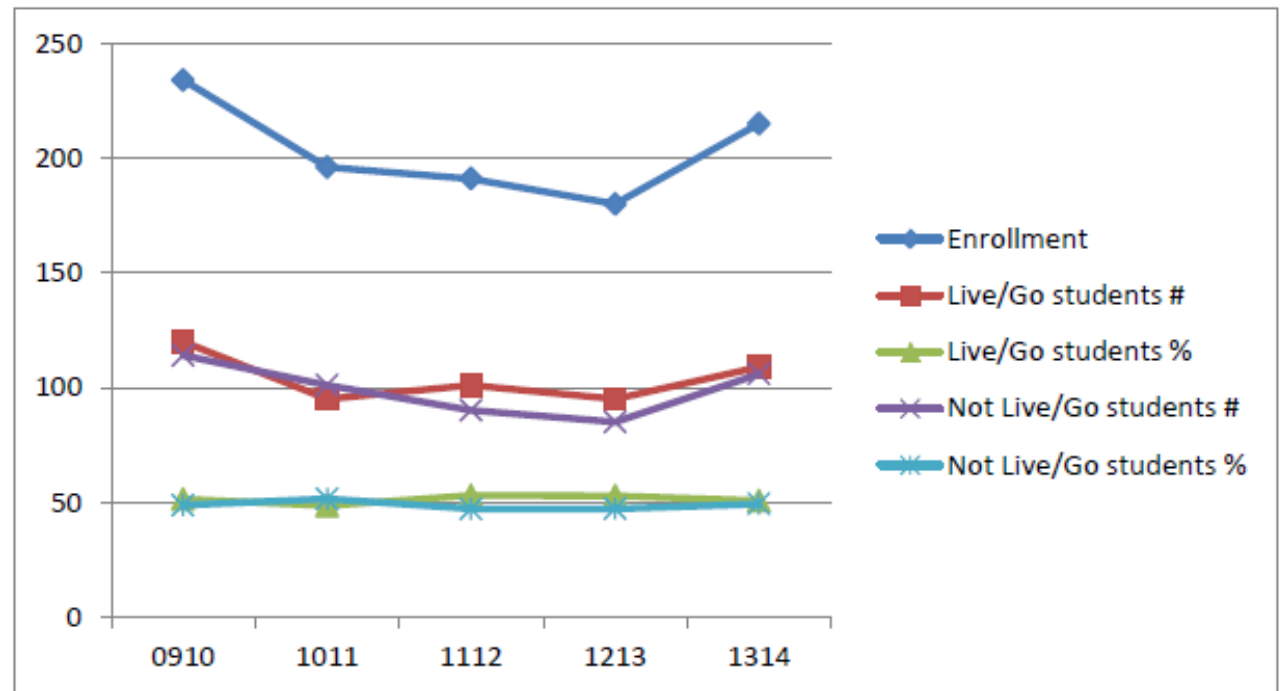
5th Grade to 6th Grade:	#Students	%Students	#Students	%Students
Middle School	0910/1011	0910/1011	1213-1314	1213-1314
Frick	7	20.6%	11	39.3%
Unknown	11	32.4%	6	21.4%
Elmhurst	3	8.8%	5	17.9%
Montera	5	14.7%	2	7.1%
Claremont	0	0.0%	1	3.6%
Brewer	0	0.0%	1	3.6%
Westlake	1	2.9%	1	3.6%
Life	0	0.0%	1	3.6%
Bret Harte	1	2.9%	0	0.0%
Alliance	1	2.9%	0	0.0%
Roots	4	11.8%	0	0.0%
UFS	1	2.9%	0	0.0%
TOTAL STUDENTS	34		28	



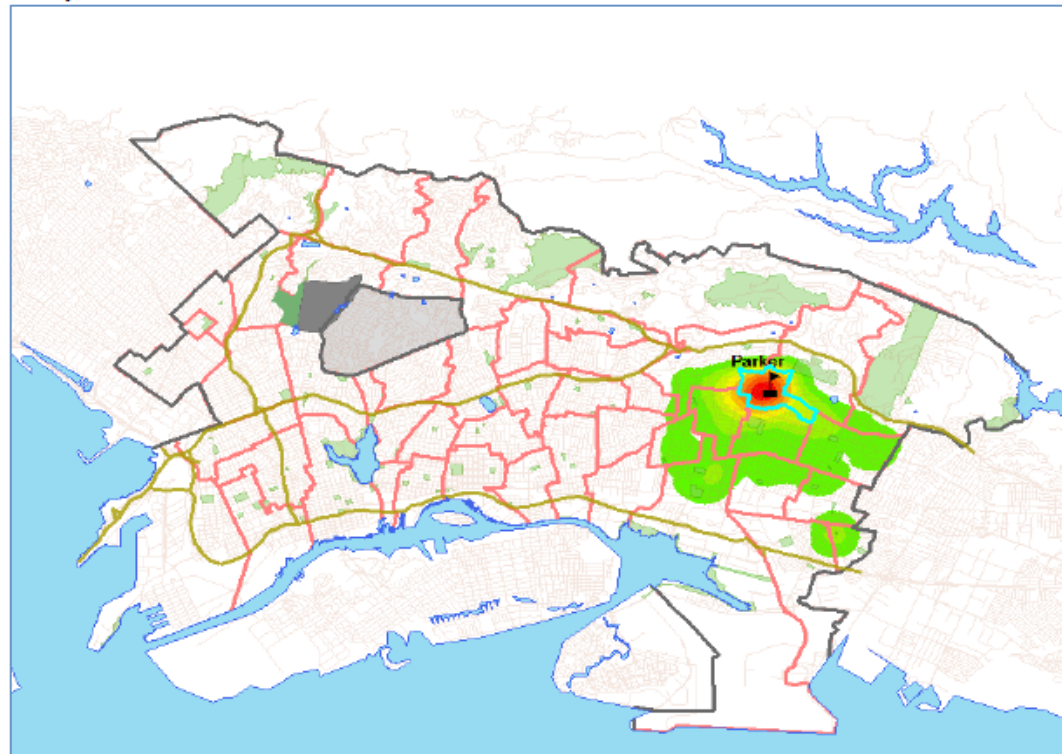
Live-Go

LIVE/GO: Parker

Year	0910	1011	1112	1213	1314
Enrollment	234	196	191	180	215
Live/Go students #	120	95	101	95	109
Live/Go students %	51.3	48.5	52.9	52.8	50.7
Not Live/Go students #	114	101	90	85	106
Not Live/Go students %	48.7	51.5	47.1	47.2	49.3



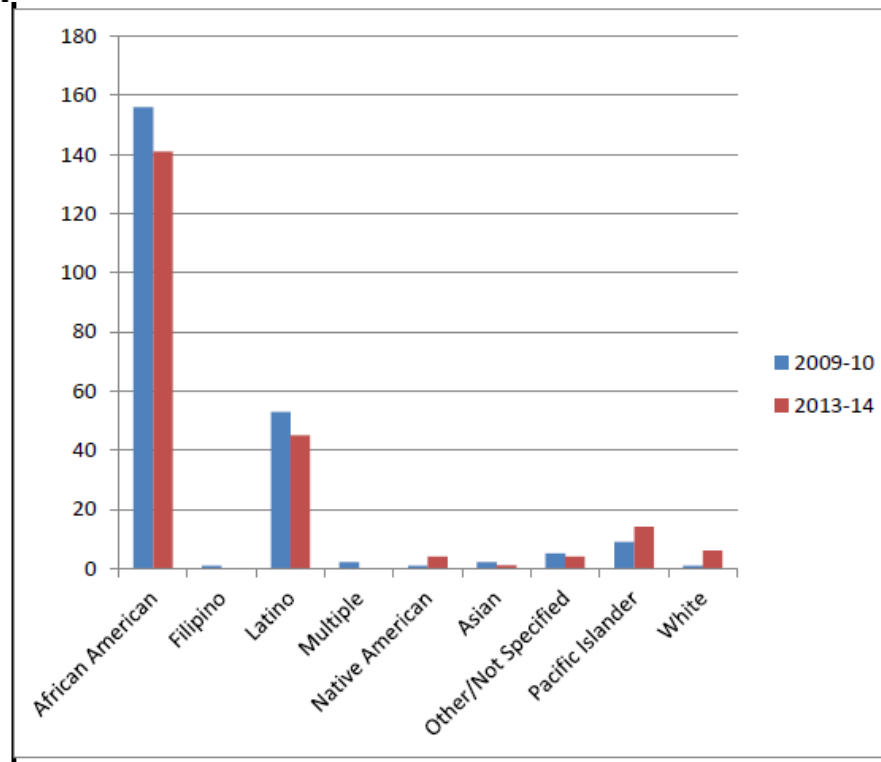
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Living in Attendance Area	# students	% students
PARKER	109	50.7%
MARKHAM	22	10.2%
E OAKLAND PRIDE	16	7.4%
REACH	12	5.6%
BURCKHALTER	12	5.6%
COMMUNITY UNITED/FUTURES	8	3.7%
SOBRANTE PARK	6	2.8%
HOWARD	5	2.3%
HIGHLAND	5	2.3%
Ungeocodeable	4	1.9%
GREENLEAF	3	1.4%
Outside OUSD	3	1.4%
GRASS VALLEY	3	1.4%
ESPERANZA/KOREMATSU	2	0.9%
HORACE MANN	1	0.5%
MANZANITA	1	0.5%
BROOKFIELD	1	0.5%
GARFIELD	1	0.5%
LAFAYETTE	1	0.5%
Total:	215	100.0%

Ethnicity

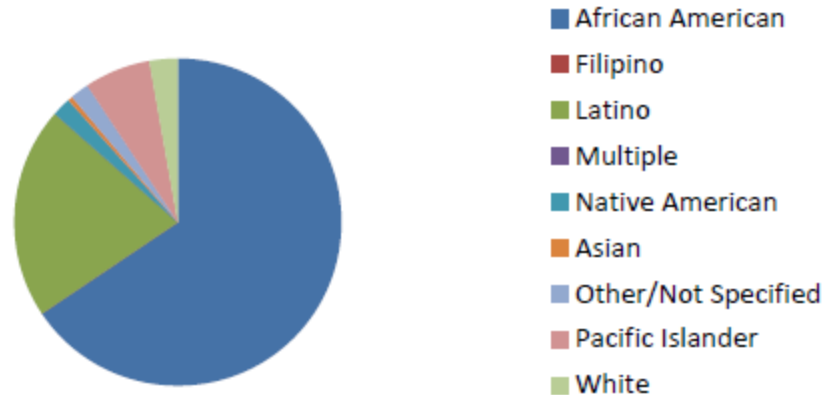
Ethnicity:	2009-10		2013-14	
African American	156	67.8%	141	65.6%
Filipino	1	0.4%	0	0.0%
Latino	53	23.0%	45	20.9%
Multiple	2	0.9%	0	0.0%
Native American	1	0.4%	4	1.9%
Asian	2	0.9%	1	0.5%
Other/Not Specified	5	2.2%	4	1.9%
Pacific Islander	9	3.9%	14	6.5%
White	1	0.4%	6	2.8%
TOTAL STUDENTS	230		215	



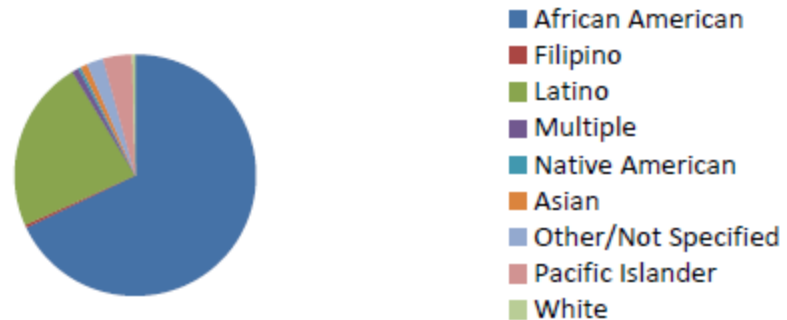
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Ethnicity

Ethnicity: Parker 2013-14



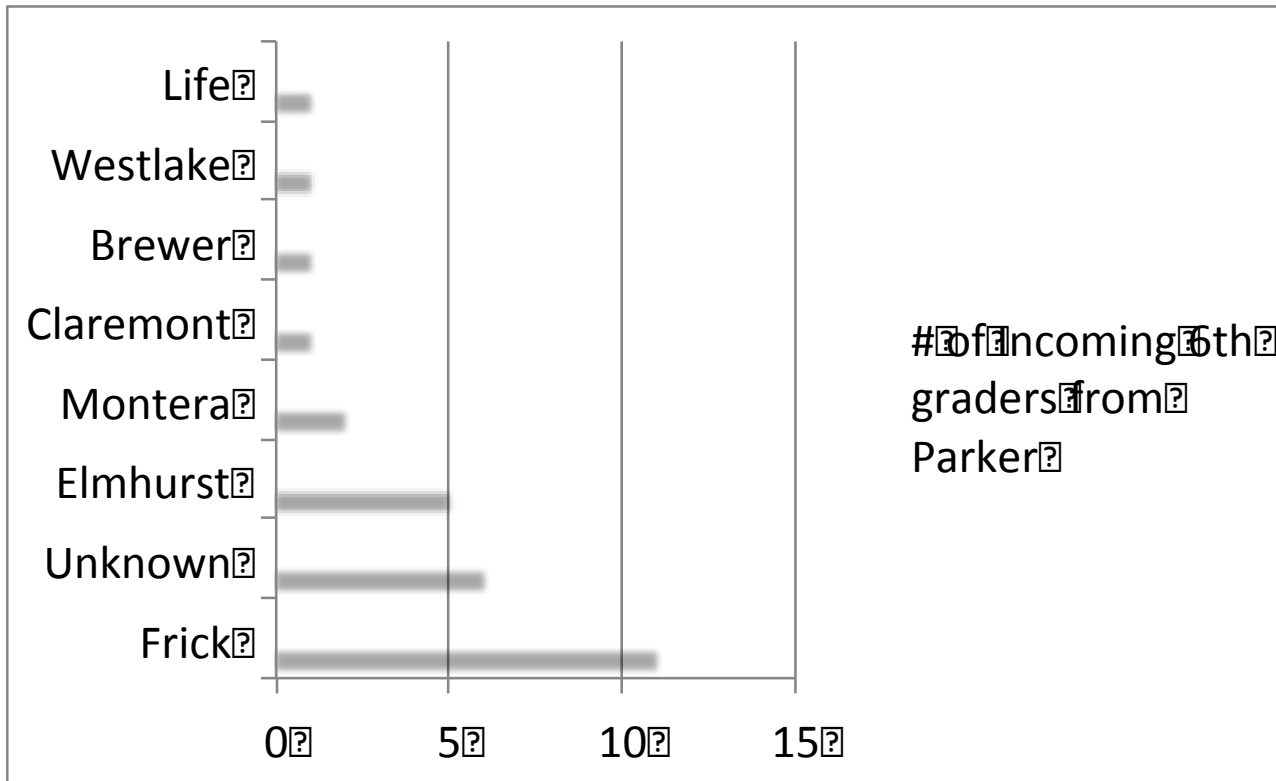
Ethnicity: Parker 2009-10



Middle Schools Attended by Parker Students

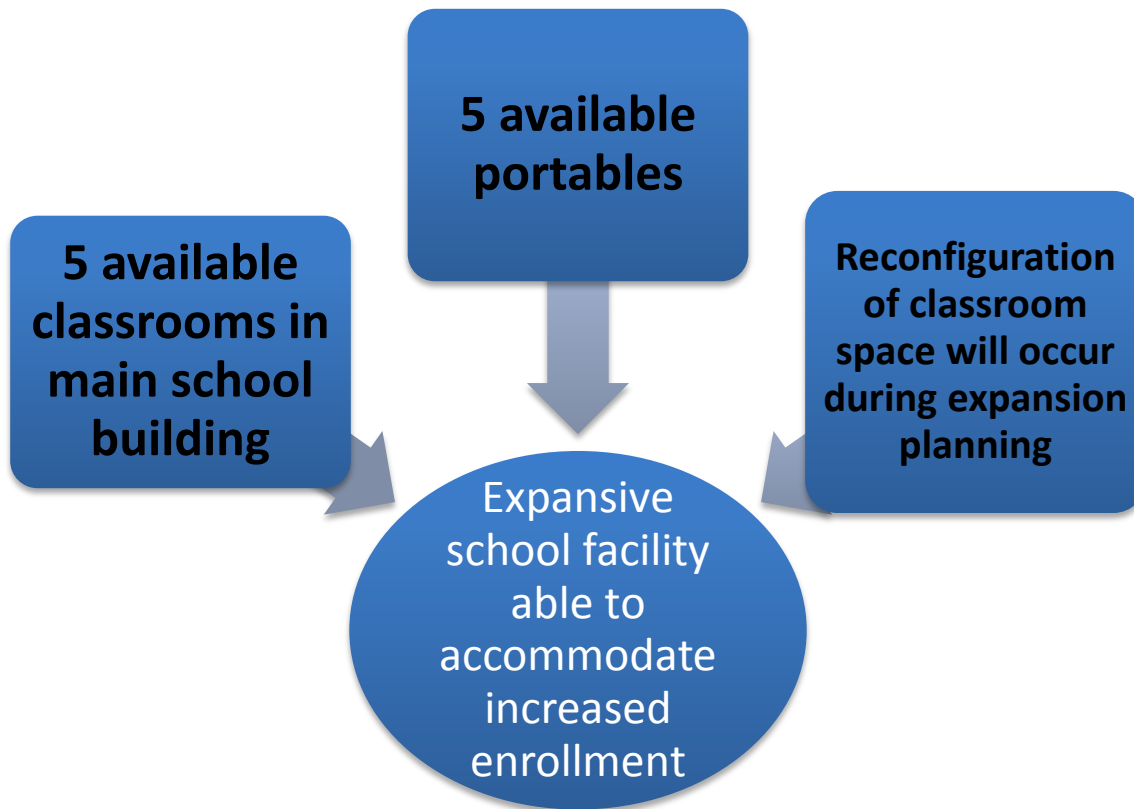
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2013-2014



Parker Facility Plan for Expansion

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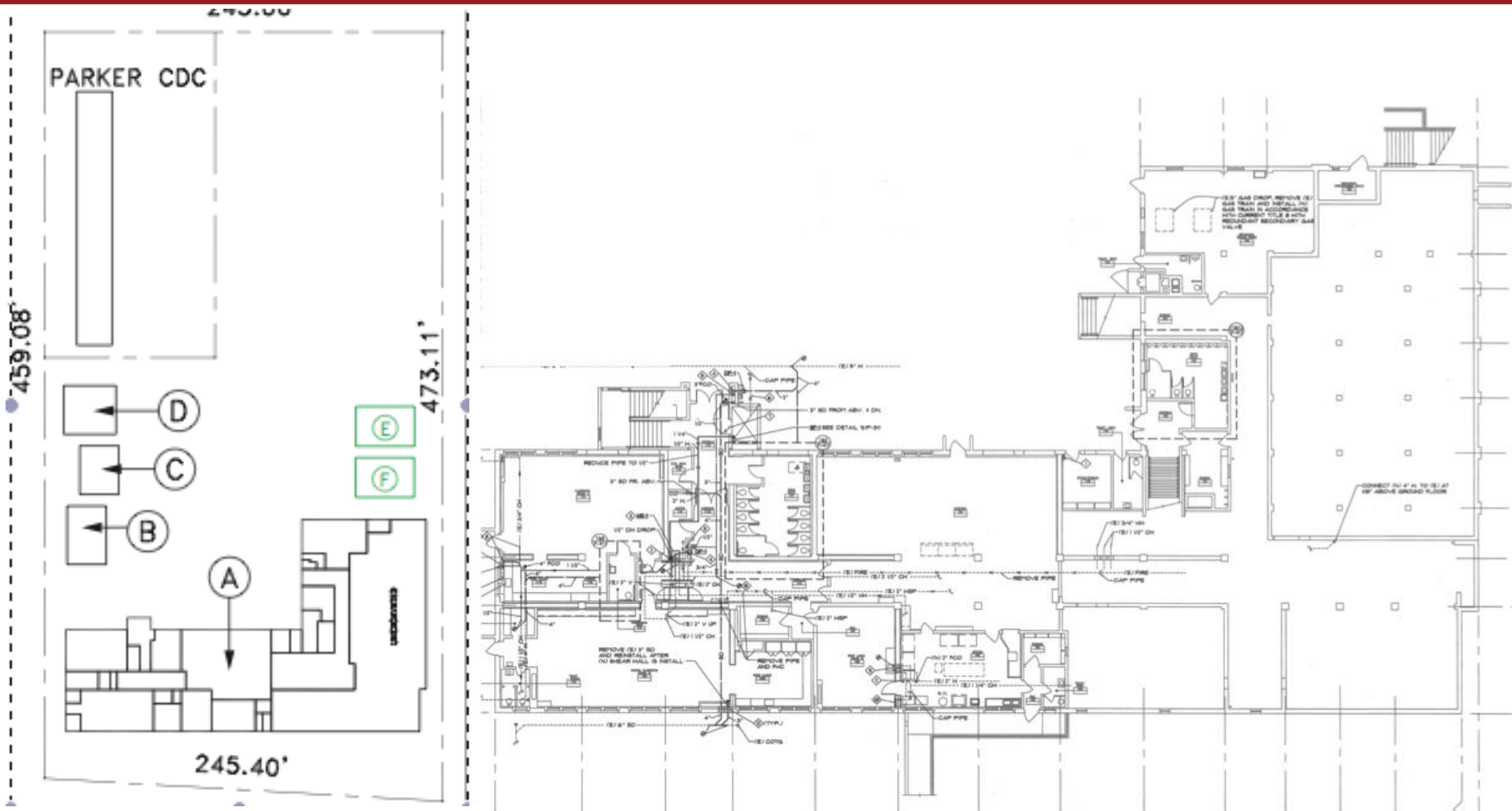
Future facility developments to accommodate middle grades programming under investigation.

Goal: Establish Clear facility-use plan by Nov, 2014; including nutritional services, physical education, technology, labs, etc.

Parker Facility Maps

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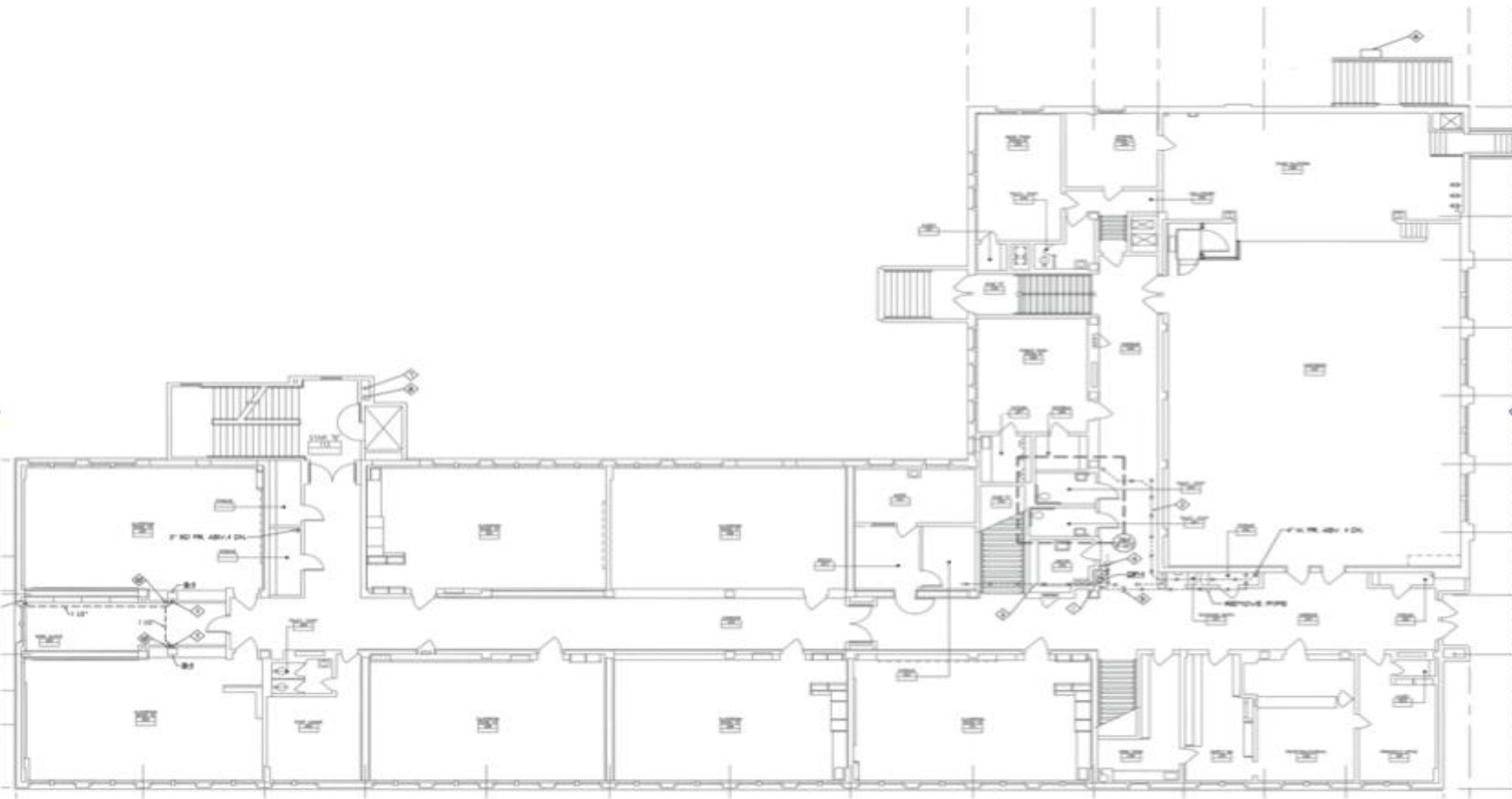
Site Plan and Ground Floor



Parker Facility Maps

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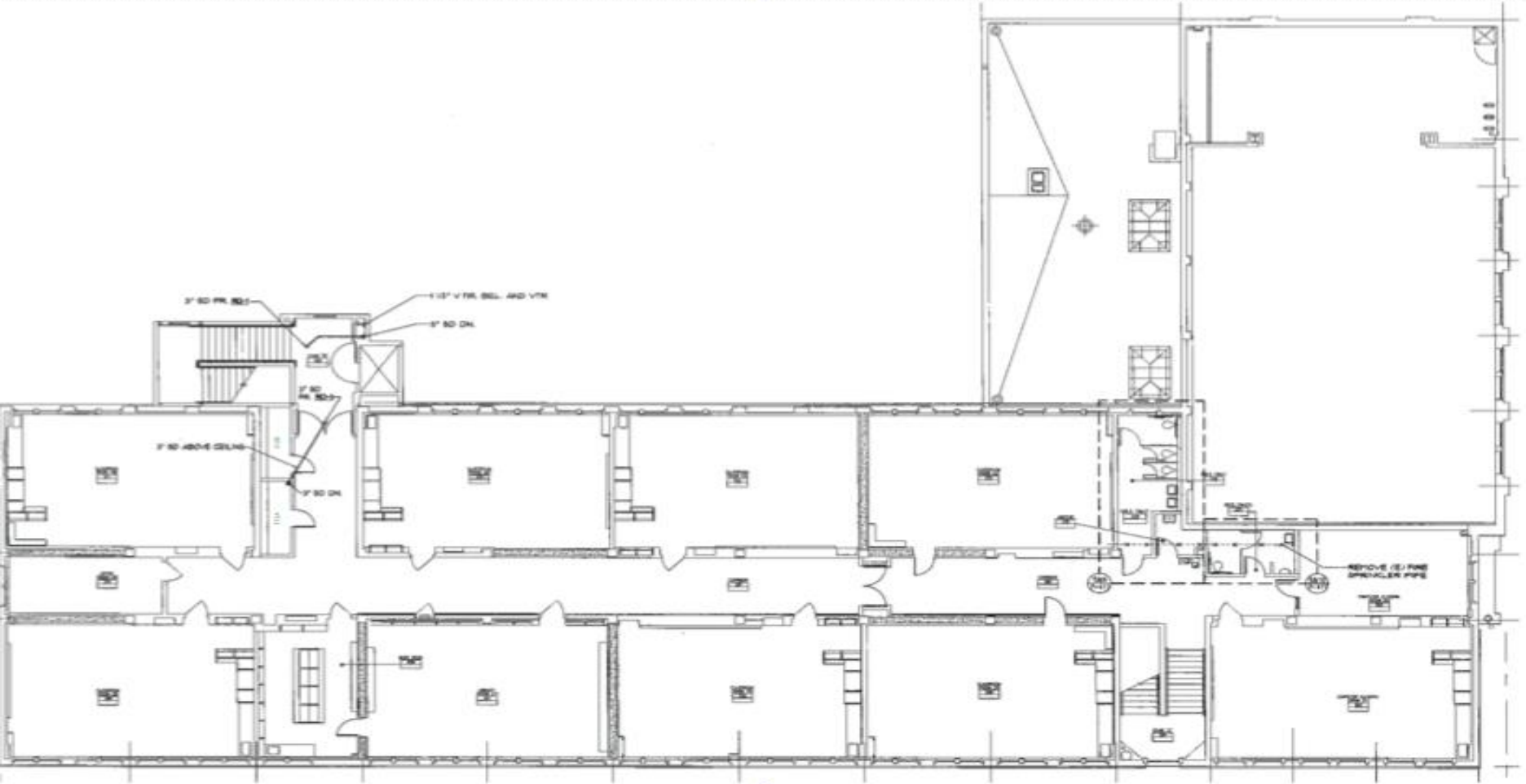
First Floor



Parker Facility Maps

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Second Floor



Parker Facility Maps

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Unit D,C, B



Pillars of PreK-8 Expansion

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Five Essential Goals

1. Provide High Quality, Standards-Based Instruction
2. Ensure Teacher Collaboration and Professional Development
3. Consistently Use Data to Drive Instruction and Develop School Goals
4. Ensure the Social, Emotional and Physical Health of our Students
5. Prepare Students for College and Beyond



Goal 1

Goal 1: Provide High Quality, Standards Based Instruction

	Objective	Rationale
1	Maintain Balanced Literacy Framework through middle school grades	<ul style="list-style-type: none">• Explicit literacy instruction and successful reading strategy instruction needs to be carried from elementary school to the upper middle school grades.• Teachers need a differentiated approach to meet the wide needs of learners.
2	Teachers will consistently and collaboratively backwards map from the standards	<ul style="list-style-type: none">• Successful instruction is standards-based and is consistent throughout classrooms and aligns to the high cognitive demand of the Common Core



Goal 2

Goal 2: Ensure Teacher Collaboration and Professional Development

	Objective	Rationale
1	Develop and expand PLC Model	<ul style="list-style-type: none">Professional learning communities allow teachers to develop a shared understanding of grade level proficiency and identify successful instructional practices to utilize school wide.
2	Provide on-going Professional Development	<ul style="list-style-type: none">Teachers need to develop an understanding of middle school needs and age appropriate strategies and curriculum.Successful instruction is supported by professional development that is data driven and embedded in daily work.



Goal 3

Goal 3: Consistently Use Data and Assessment to Drive Instruction

	Objective	Rationale
1	Use formative assessment and data from various sources to support and adjust instructional practices	<ul style="list-style-type: none">• Data discussions among teachers and students allow school to set and monitor achievement goals.• Successful instruction is data driven.• Formative assessments give insights into student understanding and gaps
2	Initiate Academic Conferences to support teacher development and data reflection	<ul style="list-style-type: none">• Data reflection allows teachers to tailor instruction to academic needs of students.



Goal 4

Goal 4: Ensure the Social, Emotional and Physical Health of our Students

	Objective	Rationale
1	Expand CRP model and partnership with AAMA Taskforce	<ul style="list-style-type: none">• Schools should reflect students' cultural identity and promote a connection to their community.• Schools need to help students develop a basis for self esteem and a sense of belonging.• Students need opportunities to create bonds within their community.• Students' sense of hope and internal motivation affects their engagement with school.
2	Develop a site based health center and offer parent education classes	<ul style="list-style-type: none">• Successful schools support the physical and mental health of students and their families.



Goal 5

Goal 5: Prepare Students for College and Beyond

	Objective	Rationale
1	Develop a College –Going Culture	<ul style="list-style-type: none">• Setting high expectations for all students and instilling the belief that college is an attainable goal creates an environment where college is the norm, not the exception.• Families and students need access to accurate information to ensure successful transition to high school on the road to college and career
2	Link learning to career paths in Science	<ul style="list-style-type: none">• Drop out rates are reduced when students see their learning connected to the real world.• Linked learning provides opportunities for our students in high need economic sectors.



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