

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 26, 2013

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent Instruction, Leadership & Equity in Action
Vernon Hal, Deputy Superintendent Business & Operations
Susana Ramirez Director, State and Federal Compliance

Re: 2013 - 2014 Community Schools Strategic Site Plan (CSSSP)

Action Requested:

The Board of Education is requested to approve the 2013-2014 Community Schools Strategic Site Plan for Student Achievement for Parker Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (Community Schools Strategic Site Plan CSSSP) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, 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 Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Community Schools Strategic Site Plan.

State Programs

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

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2013-2014 Community Strategic Site Plan for Parker Elementary School.



Community Schools Strategic Site Plan

Single Plan for Student Achievement

School: Parker Elementary

6002091

School Year: 2013-2014

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

On behalf of the OUSD leadership, thank you! In our second year of the Community School Strategic Site Plan (CSSSP or C3SP) process, let's celebrate our collaborative efforts in serving all children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child and to link caring school communities with Oakland neighborhoods across our city. We believe that each child in Oakland must be ready to succeed in college, community, and careers that lead them to healthy and happy lives. With these beliefs, we engage in creating a Full Service Community School District filled with Full Service Community Schools. Every school will act as a resource and service hub that connects with local partners to help build healthy and vibrant schools and communities.

Learning lessons from and building upon the first year's experiences, we continue to strive for alignment, effectiveness, and efficiency. The CSSSP is closely aligned with the larger organizational strategic plan, Community Schools, Thriving Students; but we must also synchronize with other school-based instruments such as the Western Association of Schools & Colleges (WASC) accreditation and our district's pioneering School Quality Review (SQR) process. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CSSSP is a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. The 2011-2012 Community Schools Strategic Site Plans represented our first steps in the development of each site's priorities for the 2012-2015 school years. This next step for 2012-13 will represent the deepening, enhancing, and refinement of each school's groundwork.

Last year, each site created a Community School Leadership Team, incorporating members of the School Site Council (including English Language Advisory Council (ELAC), the principal, parents, teachers, staff), and in secondary schools, student member(s). Additionally, each school recruited their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will continue to analyze data, enhance strategies, and drive the development of the CSSSP for their school and supported through a collaborative engagement process that utilizes the recently adopted Meaningful Family Engagement Standards (adopted by OUSD in Spring 2012). In our second year of implementation, we are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland. Thank you!

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

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

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

GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

SCHOOL SITE CONTEXT

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

VISION

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

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

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

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

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

The School Accountability Plan

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

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

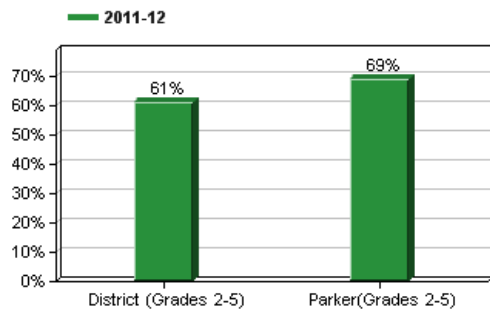
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

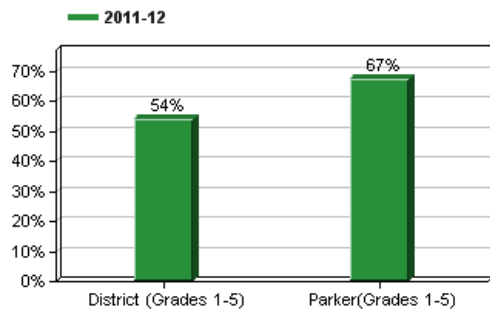
Benchmark

ELA MidYear % At/Above BMark in Reading Comprehension



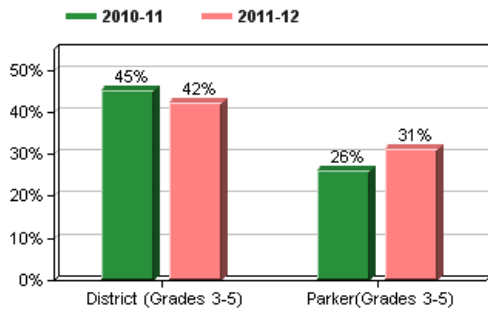
CELDT

% Growth in CELDT 2 Year Cohort Growth Report

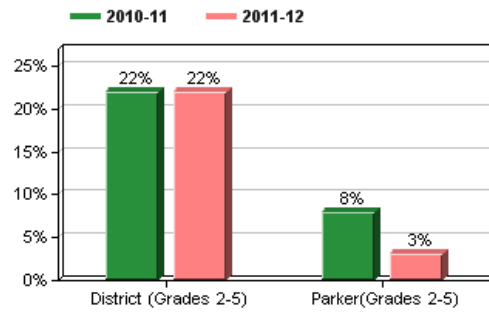


CST

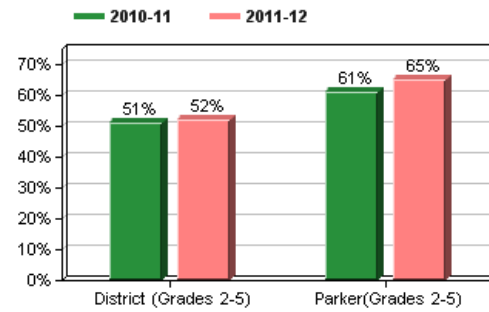
% Growth in CST/CMA ELA 2 Year Cohort Growth Report



CST/CMA ELA % BB/FBB

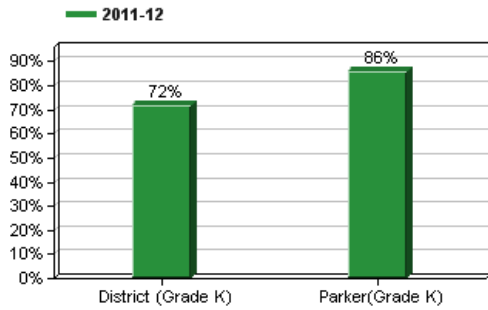


CST/CMA ELA % Prof/Adv

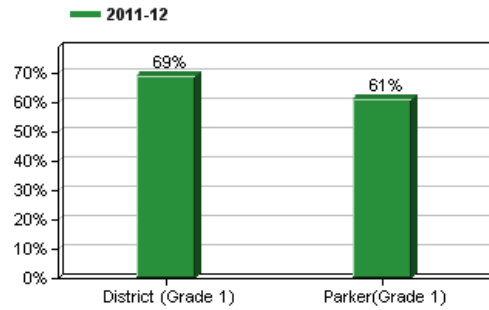


DIBELS

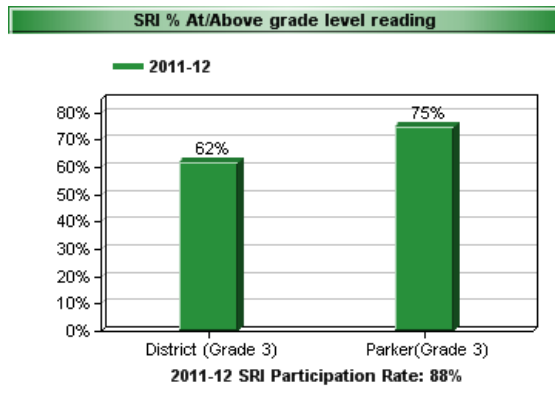
DIBELS EOY GrK % Low Risk in Letter Naming



DIBELS EOY Gr1 % Low Risk in Oral Reading



SRI



School Data

- Exceed our 13-14 AYP targets for students and all significant subgroups performing at or above proficient in ELA.
- 100% of EL students will advance 1 proficiency level per year on CELDT; decrease ELA gap between African-American and Hispanic students.

Data Analysis

- Based on the 11-12 CST ELA data, we found that the percentage of Proficient and Advanced students increased to 65%.
- Parker Elementary out performed the district average for students performing at or above proficient on the ELA CST.
- Approximately 31% of Parker Elementary students demonstrated 2 yr. academic growth according to the ELA CST.
- Based on the 11-12 CELDT, Parker Elementary out performed the district average with 67% of EL students showing growth the last two years.

Theory of Action

- We analyze student data in PLC and improve teaching practice to meet student needs; collaboratively plan and share best practices.
- We provide small group intervention (Response to Intervention) to students performing at basic, below basic and far below basic.
- Teachers receive high leverage professional development in effective ELA and S&L instructional strategies, in order to enhance and enrich the core curriculum.
- Implementation of reciprocal teaching strategies and culturally responsive strategies.
- Parker is using the SRI data to inform our instruction (classroom and RTI). We will continue to share SRI data with families and school community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Instructional Practices: ELA	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/5/2013	144SQI1A3510	Provide for class-size reduction to increase student achievement.	7400-QEIA		TCSHLT0011	1	\$61,864.93
Instructional Practices: ELA	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/5/2013	144SQI1A3511	Provide for class-size reduction to increase student achievement.	7400-QEIA		K12TCH0976	0.55	\$42,486.97
Instructional Practices: ELA					4/5/2013	144SQI1A3512	Provide for class-size reduction to increase student achievement.	N/A			0	\$0.00
Instructional Practices: ELA					4/5/2013	144SQI1A3513	Provide for class-size reduction to increase student achievement.	N/A			0	\$0.00
Instructional Practices: ELA	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/5/2013	144SQI1A2261	Provide teacher extended contracts so they can have grade level collaboration, peer tutoring and share best practices around differentiated instruction.	3010-Title I			0	\$1,284.11
Instructional Practices: ELA	State tests (CST/STAR, PFT)	FBB, BB	Weekly	Principal	4/5/2013	144SQI1A2262	EEIP teacher will provide small group and individual intervention support EO and EL students performing below benchmark.	7090-EIA - SCE		TCEEIP0054	0.35	\$24,929.56
Instructional Practices: ELA	CELDT	English Learners	Weekly	Principal	5/9/2013	144SQI1A2263	EEIP teacher will provide small group and individual intervention to support ELL students to accelerate English proficiency.	7091-EIA - LEP		TCEEIP0054	0.1	\$7,122.73
Instructional Practices: ELA	State tests (CST/STAR, PFT)	GATE			5/17/2013	144SQI1A2264	GATE summer program; Bishop O'Dowd Academic Enrichment Program.	N/A			0	\$0.00
Instructional Practices: ELA					4/4/2013	144SQI1A2265	Fund Academic Mentors to implement a structure of tiered intervention support for students not performing at Benchmark.	N/A			0	\$0.00
Instructional Practices: ELA					4/4/2013	144SQI1A2266	Continue seamless school day and after school support for students performing below grade level.	N/A			0	\$0.00
Instructional Practices: Math					4/4/2013	144SQI1A2267	Individual learning profiles developed for students with serious math gaps.	N/A			0	\$0.00
							GATE summer					

Instructional Practices: Math		GATE			4/15/2013	144SQI1A2269	program; Bishop O'Dowd Academic Enrichment Program	N/A			0	\$0.00
Leadership Practices:					4/4/2013	144SQI1A2275		N/A			0	\$0.00
Organizational Practices:		All Students	End of Year	Principal	4/4/2013	144SQI1A2277	Fund psychologist to work with students who otherwise are hindered from successful learning experiences due to socio-emotional issues.	3010-Title I		PSYCHL0037	0.1	\$8,009.35
Organizational Practices:		Pre-Kindergarten			4/15/2013	144SQI1A2279	Provide classroom visits and open houses for pre-K and incoming Kindergarten families	N/A			0	\$0.00
Organizational Practices:	Other (OCR, etc)	All Students	Every Other Week	Principal	4/5/2013	144SQI1A2284	Fund a STIP Teacher Who will provide classroom coverage so that teachers make meet to collaborate with colleagues and parents, and attend professional development	3010-Title I		TCSTIP0313	0.85	\$31,382.23
Organizational Practices:	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Principal	4/5/2013	144SQI1A5603	The STIP teacher will provide small group intervention classes for identified students	7090-EIA - SCE		TCSTIP0313	0.15	\$5,538.04
Organizational Practices:	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	144SQI1A2296	Provide refreshments for parent meetings and workshops	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$600.00
Organizational Practices:	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/5/2013	144SQI1A5608	Supplies and materials for use in parent meetings and workshops	9901-Title I - Parent Participation	4310-SUPPLIES		0	\$371.11
Organizational Practices:	Local assessments (benchmarks, PWA)	All Students		Principal	4/5/2013	144SQI1A2297	Purchase supplemental instructional material and supplies to support increased academic achievement for students performing below benchmark	7090-EIA - SCE	4310-SUPPLIES		0	\$2,313.34
Organizational Practices	CELDT	English Learners		Principal	4/5/2013	144SQI1A2300	Purchase supplemental instructional material and supplies to support increased academic achievement for EL students	7091-EIA - LEP	4310-SUPPLIES		0	\$3,073.12
Organizational Practices	State tests (CST/STAR, PFT)	All Students		Principal	4/5/2013	144SQI1A2301	Purchase supplemental instructional material and supplies to support mastery of	7400-QEIA	4310-SUPPLIES		0	\$590.10

							state standards					
Organizational Practices					4/4/2013	144SQI1A2303	Fund field study tours relevant to student curriculum to supplement classroom instruction and provide out of classroom experiences	N/A			0	\$0.00
Provide computer lab time for students to work on supplemental ELA software to improve academic achievement.					4/4/2013	144SQI1A3523	Provide intervention for students in ELA in the computer lab.	N/A			0	\$0.00
Provide computer lab time for students to work on supplemental ELA software to improve academic achievement.					4/4/2013	144SQI1A3524	Provide intervention for students in ELA in the computer lab.	N/A			0	\$0.00
Provide supplemental instructional materials to enhance classroom instruction.					4/4/2013	144SQI1A3527	Purchase supplemental books for classroom use.	N/A			0	\$0.00
Continue to provide tours of the school and classrooms with principal and PTA volunteers.	Attendance	Pre-Kindergarten	End of Year	Principal	5/6/2013	144SQI1A6058		N/A			0	\$0.00
Continue to provide Kindergarten Open House	Attendance	Pre-Kindergarten		Principal	5/6/2013	144SQI1A6059		N/A			0	\$0.00
Provide incoming kindergarten students with transition(TK) support.	Health data	Pre-Kindergarten	End of Year	Principal	5/6/2013	144SQI1A6057		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

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

District-level Goals

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

School Federal and State Academic Achievement Goals:

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

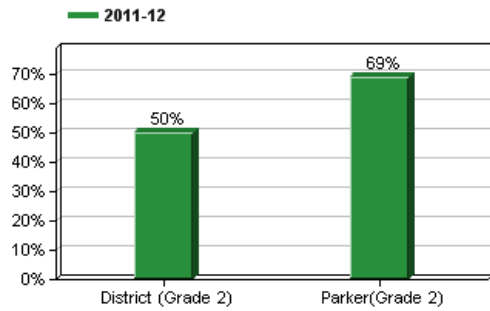
School Quality Standards relevant to this Strategic Priority

A quality school...

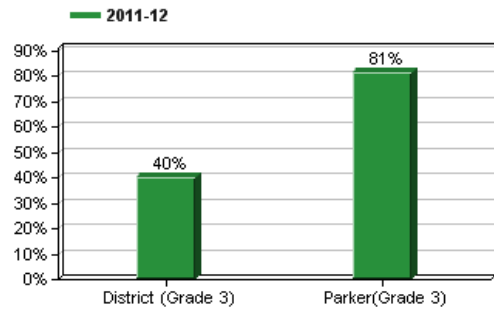
- provides students with curriculum that is meaningful and challenging to them
- uses instructional strategies that make learning active for students and provide them with different ways to learn
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Benchmark

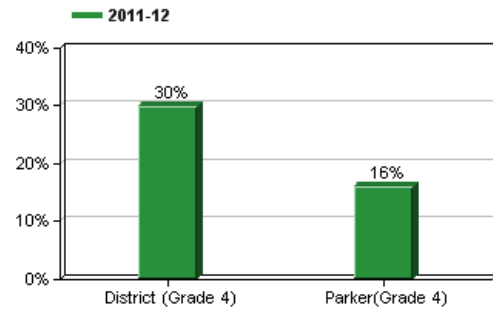
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



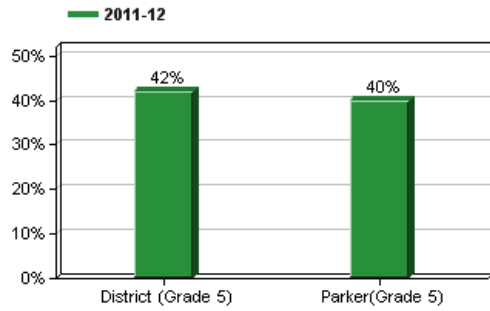
Math Bmark Adm3 % At/Above BM on MC, but NOT on PT



Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

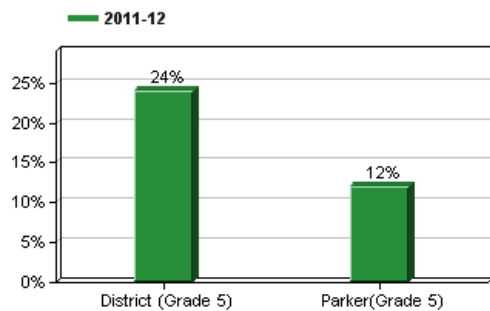


Math Bmark Adm3 % At/Above BM on MC, but NOT on PT

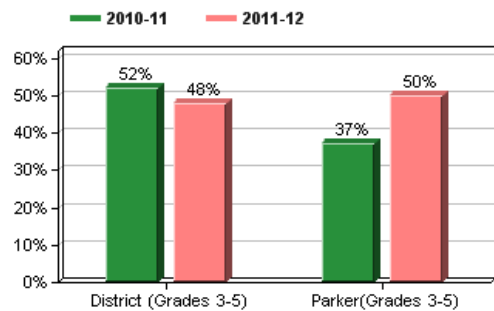


CST

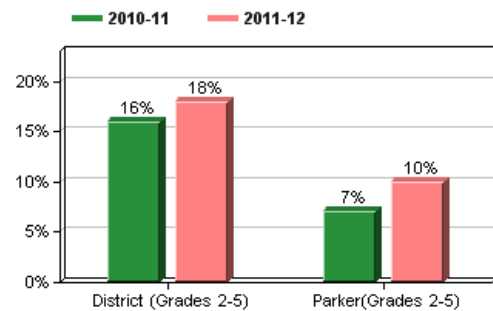
CST/CMA Gr5/Gr8 Science % BB/FBB

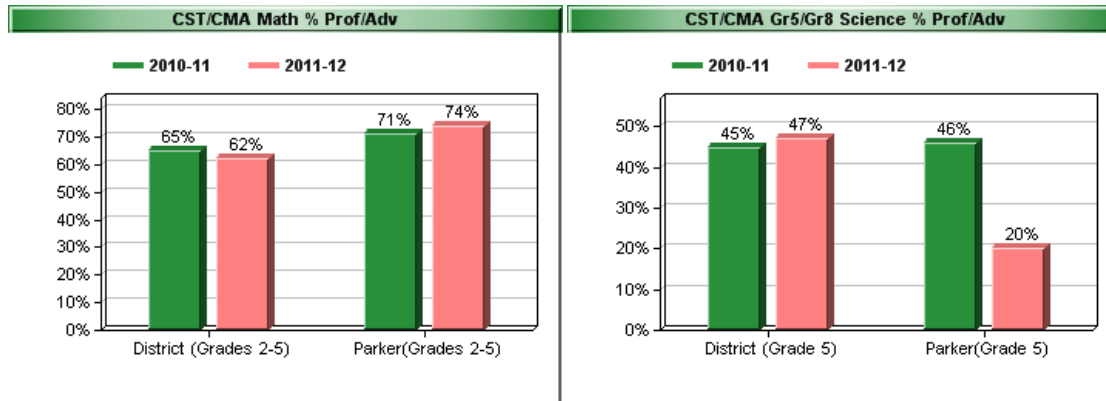


% Growth in CST/CMA Math 2 Year Cohort Growth Report



CST/CMA Math % BB/FBB





Data Analysis

- Based on the 11-12 CST Math data, we found that the percentage of Proficient and Advanced students increased to 74%.
- Based on the 11-12 CST data, we found that out fifth graders scored at 80% proficient or advanced.
- Based on the 11-12 CST, Parker Elementary out performed the district average with 74% of students performing at or above proficient on the Math CST.
- Approximately 50% of Parker Elementary students demonstrated 2 yr. academic growth according to the Math CST.

Theory of Action

- Instruction will be focused on teaching science concepts, scientific thinking and scientific skills to inspire all students.
- Monthly staff meetings focusing on science, literacy strategies, and instructional planning.
- We will use project-based learning integrating math, science, and technology. To engage students, teach higher level skills, and problem solving skills.
- Instruction and PD's will be focused on Math Common Core Standards and Performance Task. 2013-14 a major focus of professional development will be on integrating strategies to meet the demands of Common Core.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to provide tours of the school and classrooms with principal and PTA volunteers.	Attendance	Pre-Kindergarten	End of Year	Principal	5/6/2013	144SQI1B6058		N/A			0	\$0.00
Continue to provide Kindergarten Open House	Attendance	Pre-Kindergarten		Principal	5/6/2013	144SQI1B6059		N/A			0	\$0.00
Provide incoming kindergarten students with transition(TK) support.	Health data	Pre-Kindergarten	End of Year	Principal	5/6/2013	144SQI1B6057		N/A			0	\$0.00
Instructional Practices: Math					4/4/2013	144SQI1B3311	Examining student work via "cycle of inquiry"	N/A			0	\$0.00
Instructional Practices: Math					4/4/2013	144SQI1B3309	Examining student work via "cycle of inquiry"	N/A			0	\$0.00
Instructional Practices: Math					4/4/2013	144SQI1B3317	Implementation of a structure of tiered intervention support	N/A			0	\$0.00
Instructional Practices: Math					4/4/2013	144SQI1B3321	Individual learning profiles developed for students with serious math gaps	N/A			0	\$0.00
Instructional Practices: Math					4/4/2013	144SQI1B3324	Supplemental math curriculum to support students having difficulty learning concepts	N/A			0	\$0.00
Instructional Practices: Math					4/4/2013	144SQI1B3331	Implementing various formative assessments, e.g. daily exit tickets, math facts, K-5	N/A			0	\$0.00
Instructional practices: Math					4/4/2013	144SQI1B3336	Incorporating CCRLT strategies. Teachers participate in demo lessons and observations.	N/A			0	\$0.00
Instructional Practices: Math					4/4/2013	144SQI1B3339	Teachers attend CCRTL workshops (annual updates)	N/A			0	\$0.00
Instructional Practices: Math					4/4/2013	144SQI1B3348	Review key planning documents(content standards, OUSD pacing guide, CST blueprint). Teachers develop curriculum focus.	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

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

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Theory of Action

- Develop a strong and comprehensive early childhood program with Transitional Kinder.
- With Transitional Kinder, students at Parker will enter Kindergarten more prepared and better positioned to succeed and leave fifth grade academically proficient and socially responsible.
- Parker students will enter Kindergarten on or above grade level with their academics due to Transitional Kinder.
- IF Parker families have resources for childhood development starting with 0-5 years old.THEN Parker students will enter Kindergarten more prepared and better positioned to succeed and leave fifth grade academically p

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to provide tours of the school and classrooms with principal and PTA volunteers.	Attendance	Pre-Kindergarten	End of Year	Principal	5/6/2013	144SQ11C6058		N/A			0	\$0.00
Continue to provide Kindergarten Open House	Attendance	Pre-Kindergarten		Principal	5/6/2013	144SQ11C6059		N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

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

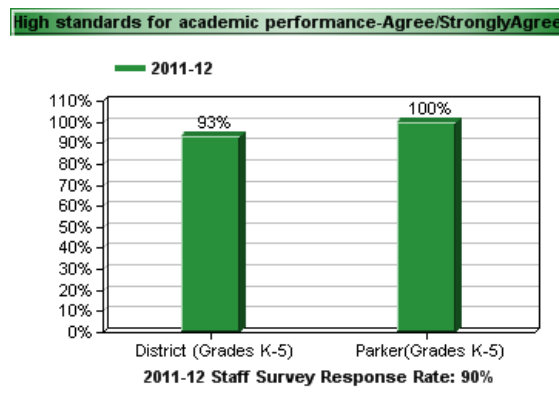
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)

School Quality Standards relevant to this Strategic Priority

A quality school...

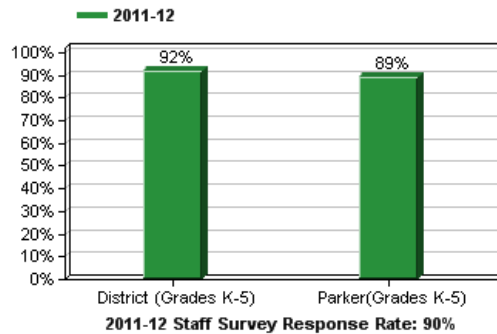
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

Survey - High Standards

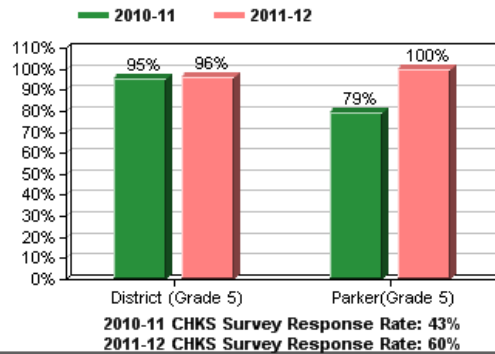


Survey - Success

School promotes academic success. ___% Agree/Strongly Agree



Do you plan to go to college after high school? ___% Yes



School Data

- 100% of all 5th graders surveyed on the 2011-12 California Healthy Kids Survey responded that they have goals and plans for future. best.

Data Analysis

- 100% of the staff surveyed in the 2011-12, stated Parker has high academic standards.
- 100% of all 5th graders surveyed on the 2011-12 California Healthy Kids Survey responded that they are going to college.
- Beginning in Kindergarten, it is important that all students and their families know and understand the BEST practices, behaviors, and skills, needed for success in college and in career readiness.

Theory of Action

- If we provide all learners, through strategic, thematic unit development aligned to Common Core Standards, with a balance of skills, strategies, materials, and the socio-emotional support that they need, then they will be prepared for college.
- If we prioritize the importance of maintaining a good attendance record with incoming TH parents, then parents will ensure students attend school more than 90% of the time, building a foundation for college and career.
- By implementing a data-driven system to identify students K-5 that are potentially "off-track" for grade-level or developmental age, and employ individualized educational plans to get them back on track, then they will be ready for college.

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School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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

School Data

- Since 2011, Parker Elementary School students have made great gains in the core curricular areas, including reading/language arts and math.

Data Analysis

- Teachers organize classroom environments that create multiple opportunities for students, particularly African American males and EL students.
- School-wide discipline policies are adopted and implemented and include fair and consistent rules, procedures and consequences, for all students, especially African American males without fear of retribution from adults throughout the system.
- Academic interventions, aligned to data, identify and target students' needs especially English Learners; Professional Development is aligned to instructional practices that support English Learners English fluency.

Theory of Action

- If we create and implement an African American student support plan that targets the social, academic and cultural needs of these students, then we can consistently close the achievement gap for African American students.
- If teachers provide several learning options, or different paths to learning, which help ALL students make sense of key core concepts; then the academic achievement gap is eliminated for all students, including ELL's and AA males.
- If teachers provide appropriate levels of challenge for ALL students, including those who lag behind, those who are advanced, and those in the middle, then the academic achievement gap is eliminated for those historically low performing groups.

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School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

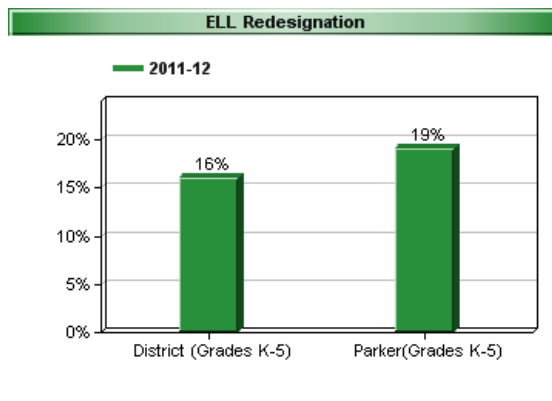
We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together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

School Quality Standards relevant to this Strategic Priority

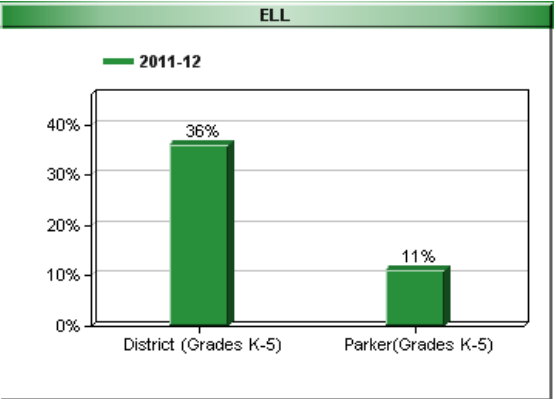
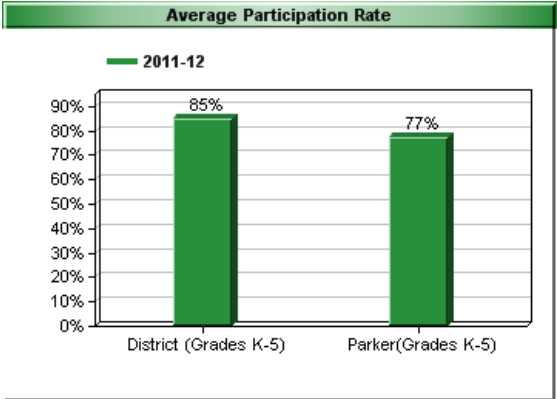
A quality school...

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

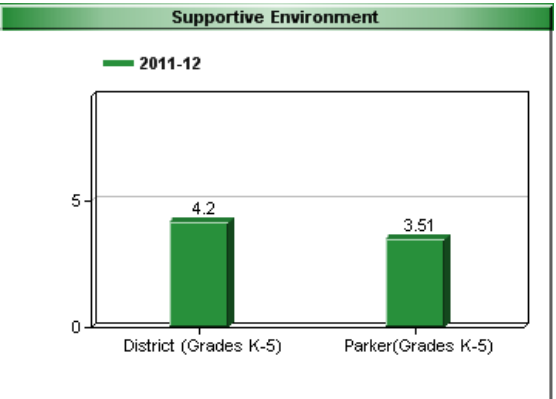
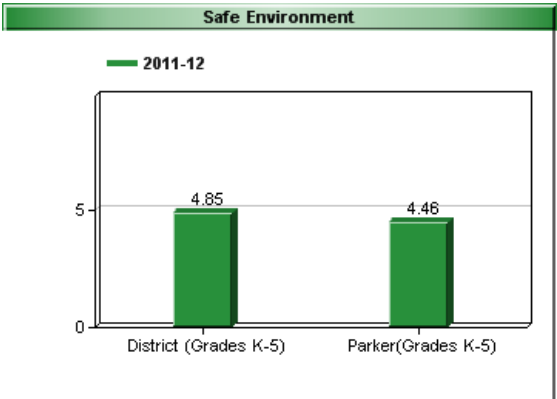
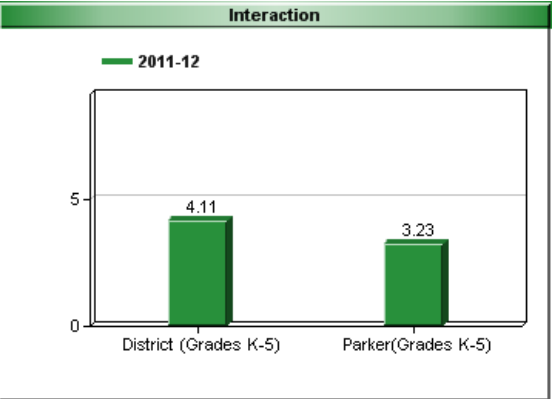
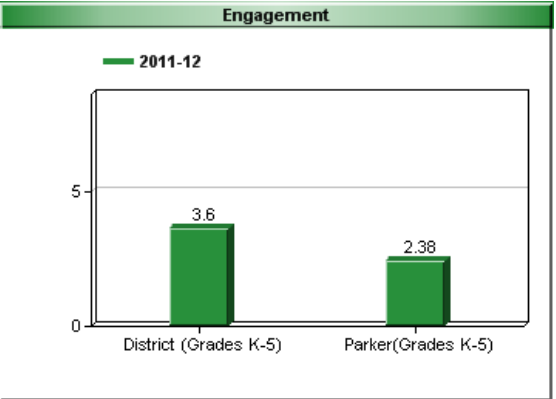
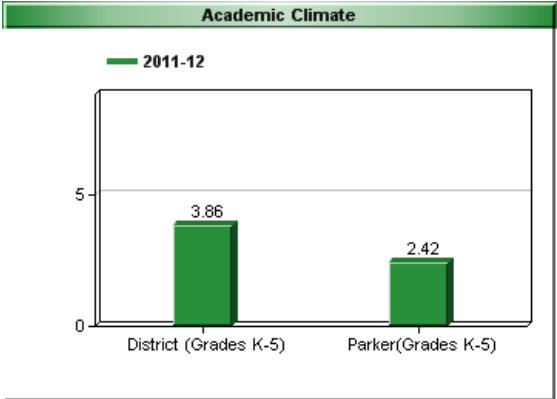
After School Program- Student Impact



After School Program- Participation



After School Program- Point of Service Quality [Scale of 1-5 (low to high)]



School Data

- Parker's Elementary After-school participation rate in 2011-12 was 77%, lower than the OUSD goal of 85%. The annual goal is 90% of program capacity.

Data Analysis

- Parker's afterschool program offerings must reflect both student needs and interests; further alignment between during the day instructional and engagement strategies and afterschool are needed to increase academic and social/emotional learning.
- Training for afterschool program staff in effective student engagement strategies is needed to increase student engagement especially during homework support and tutoring.
- Parker's after-school program has room for improvement; with only 77% the participation rate, measured by Point of Service Quality Criteria.

Theory of Action

- If we ensure alignment of after school program linked to school goals, specific student achievement needs, and instructional strategies, including enrichment activities that build students' skills, then students will continue to develop academically
- If we strategically structure time for students to study, learn and practice and include motivating enrichment activities, (e.g.technology, science and the arts) then we will be better able to support all students academically.
- If we strategically structure time for students to study, learn and practice and include motivating enrichment activities, (e.g.technology, science and the arts) then we will be better able to support all students academically.

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

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

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

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

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

School Safety Plan Goals

Goal 1: To reduce the number of behavior referrals by 20%.

- Strategy 1.1: Develop multi-layered School Leadership Capacity including: *Monthly Buddy classroom projects with predetermined pairs *Student Peer-tutoring *Student Run Collaboratory *Student grade-level Special Projects; Facilitation *Student run assemblies, special programs *Student Pit Crew: students with similar dispositions as mentors to primary cohorts
- Strategy 1.2: Monthly SSC, Faculty and Professional Development to address teacher efficacy as it aligns with Caring School Community footprint

Goal 2: Achieve an Attendance Rate of 98%

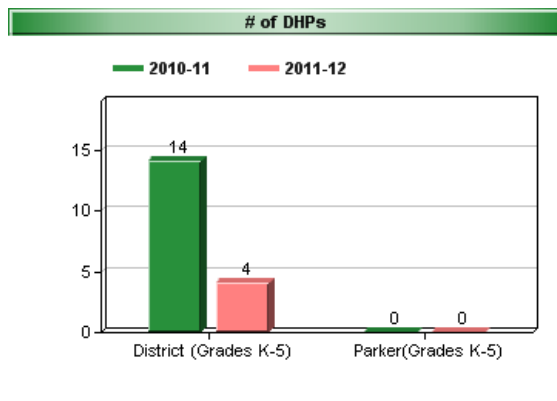
- Strategy 2.1: Daily "Shout-Out" at OPENING to student (in attendance) who are frequently absent
- Strategy 2.2: Monthly Friday Celebrations

School Quality Standards relevant to this Strategic Priority

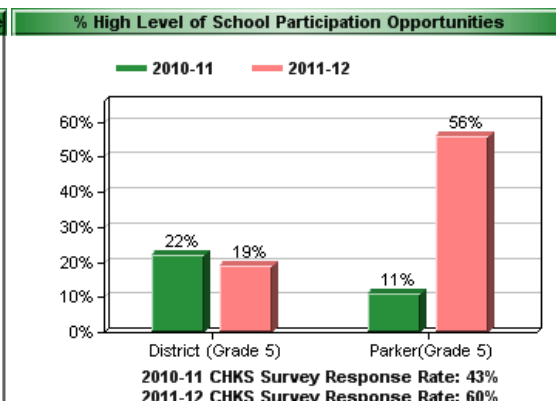
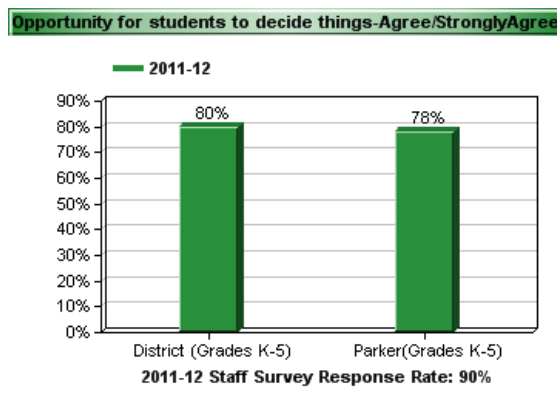
A quality school...

- is a safe and healthy center of the community, open to community use before, during, and after the school day
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future
- creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences

DHP

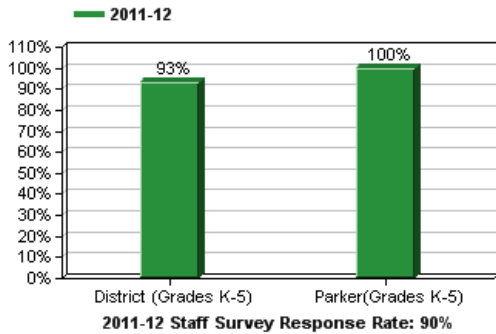


Survey - Engagement

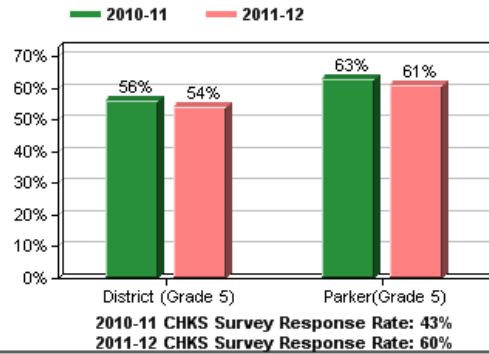


Survey - Relationships

Nearly All/Most Adults at this school pay attention to students.

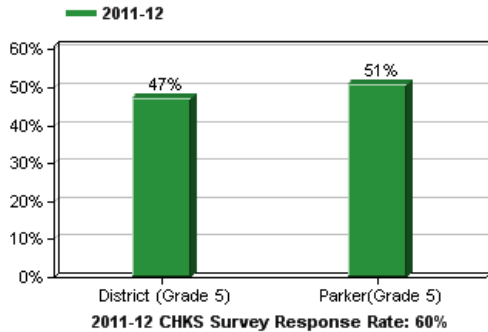


% High Level of Caring Relationships with Adults at School

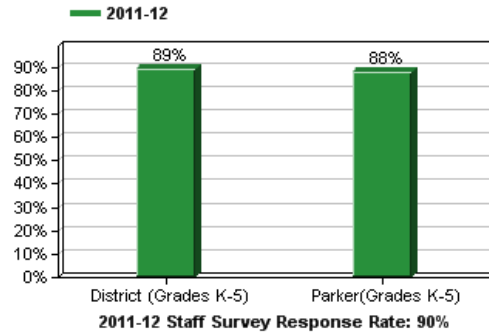


Survey - Safety

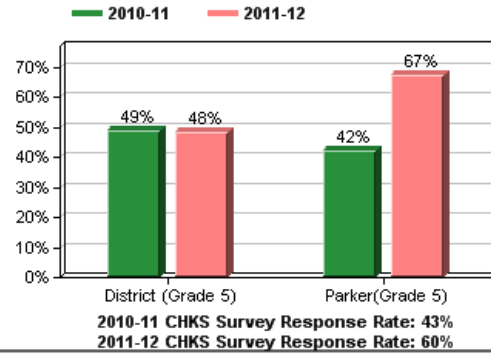
% Hit or pushed by other kids at school



This school is a safe place for students.%Agree/Strongly Agree

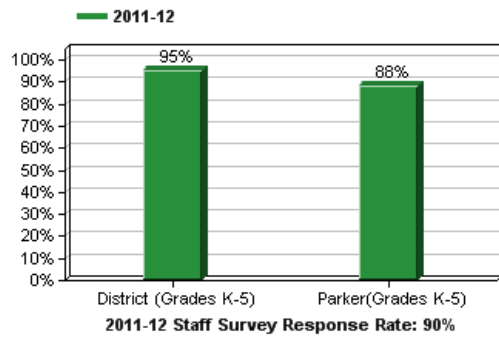


% feeling safe at school all of the time



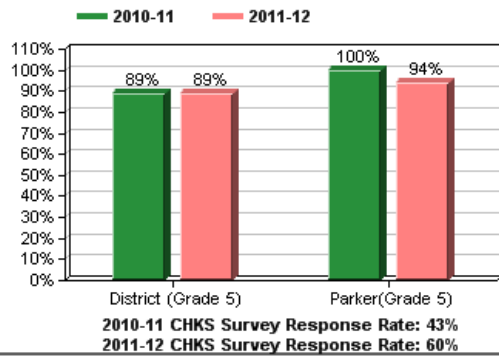
Survey - Welcoming

School is a supportive and inviting place. Agree/Strongly Agree

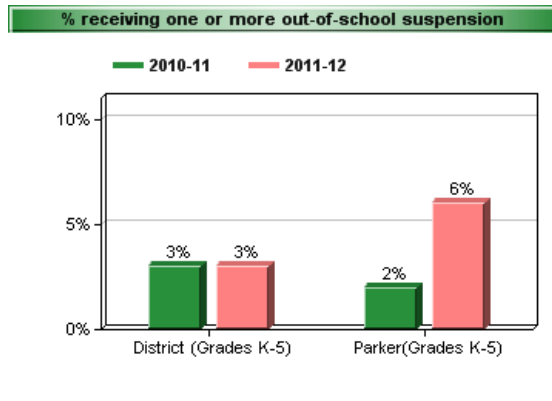


Survey- Beliefs

Most/All the time teachers believe you can do a good job.



Suspensions



School Data

- 67% of all 5th grade students surveyed on 2011-12 CHKS reported feeling safe at school ALL of the time. 86% of 5th graders surveyed reported that Parker has created a school environment which has allowed them to have caring relationships with adults in the school.

Data Analysis

- A Coordinated Services (C.O.S.T) Team helps to identify, assess and provide both academic and intervention support for students by developing individualized support plans with concrete goals. These meetings are
- The Student Success Team (SST) is comprised of two teachers, an administrator, and all necessary support personnel to immediately identify and address the needs of those students requiring Tier(2&3) interventions.

Theory of Action

- If we engage ALL members of the school community by assessing the school climate and considering "how we do things here", then we can begin to create the conditions necessary for an "Engaged School".
- If the school leaders establish high expectations for everyone's involvement, then we begin to create and sustain a school climate that nurtures the commitment and engagement of teachers, parents, and students.
- If we can sustain the above mentioned conditions, then we will have created a positive school climate that is responsive to the social, emotional and academic needs of all students and ensures that they thrive.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to provide tours of the school and classrooms with principal and PTA volunteers.	Attendance	Pre-Kindergarten	End of Year	Principal	5/6/2013	144SQI2A6058		N/A			0	\$0.00
Continue to provide Kindergarten Open House	Attendance	Pre-Kindergarten		Principal	5/6/2013	144SQI2A6059		N/A			0	\$0.00
Provide incoming kindergarten students with transition(TK) support.	Health data	Pre-Kindergarten	End of Year	Principal	5/6/2013	144SQI2A6057		N/A			0	\$0.00
School-wide implementation of Caring Schools Community as a climate curriculum where students and teachers take time to listen to needs and worries, and collaborate to find solutions.					4/4/2013	144SQI2A4010		N/A			0	\$0.00
Develop a climate that nurtures academic and social development.					4/4/2013	144SQI2A4011		N/A			0	\$0.00

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

Strategic Priority B. Health & Wellness

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

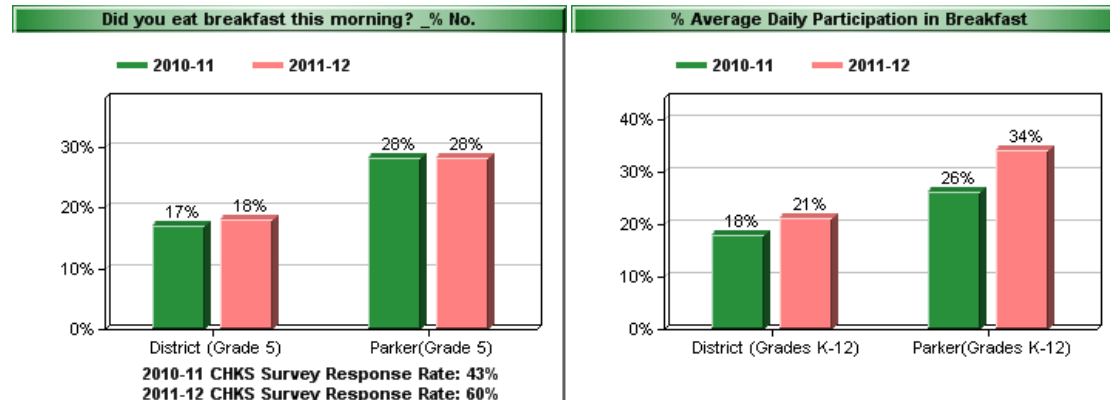
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

School Quality Standards relevant to this Strategic Priority

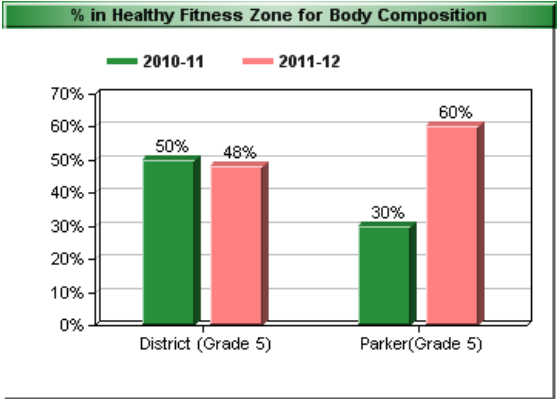
A quality school...

- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth

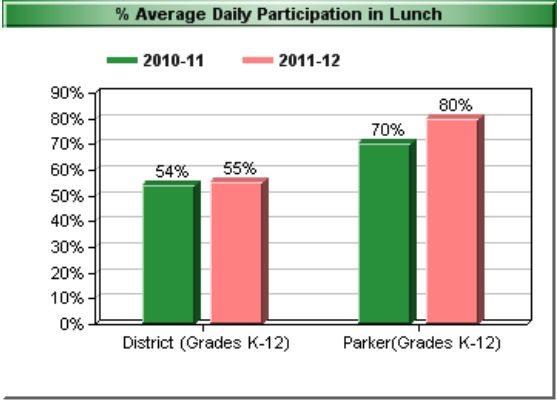
Breakfast



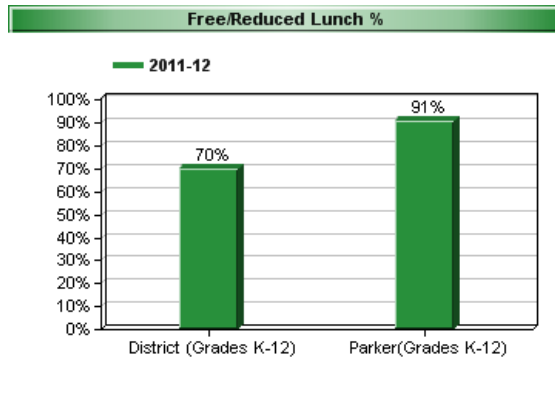
Fitness



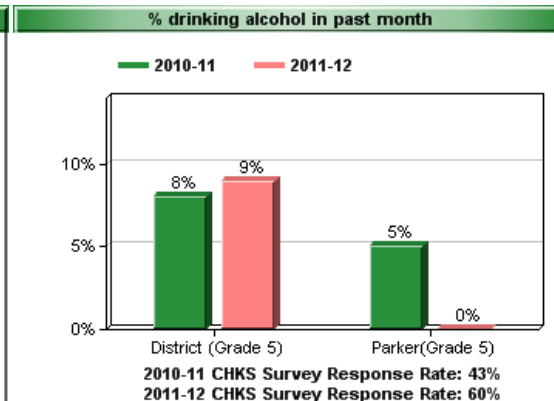
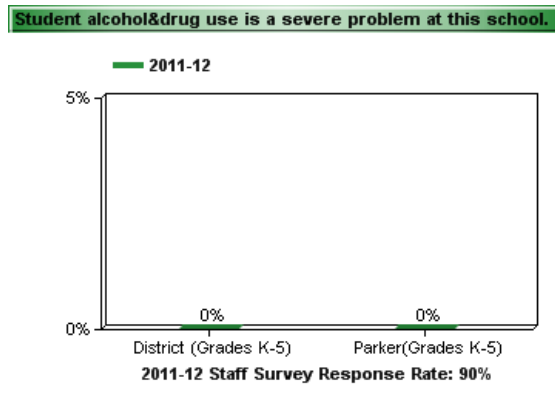
Lunch



Socio Economics



Survey - Drugs / Alcohol



School Data

- Of the 5th grade students surveyed who responded on the 2012 CHKS, 34% report that they participate in the school site breakfast program; 80% of students surveyed participate in school site lunch program. 91% of Parker students are eligible for free and reduced lunch.

Data Analysis

- Of the 5th grade students surveyed who responded on the 2012 CHKS, 0% report drugs and alcohol are a problem at Parker.

Theory of Action

- If we provide Parent Education classes regarding the importance of students eating a healthy breakfast and lunch; then they would understand their benefits and help ensure students come to school well fed and ready to learn.
- If ALL Parker students (grades K-5) receive the minimum allotted minutes for physical education while at school; then we can better ensure they will

become more health conscious and physically fit.

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

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

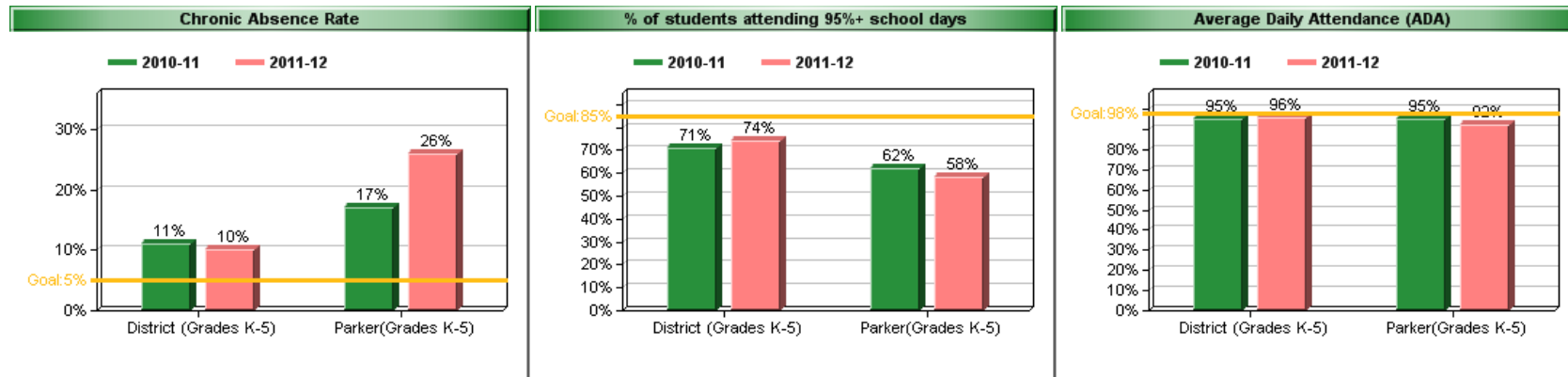
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

School Quality Standards relevant to this Strategic Priority

A quality school...

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



School Data

- Based on the 11-12 data, we found that 26% of our students are chronically absent.

Data Analysis

- Highest chronic absence was seen with African American Males

- Parker Elementary ADA(92%) is less than the district average ADA(95.15%)

Theory of Action

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

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School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

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

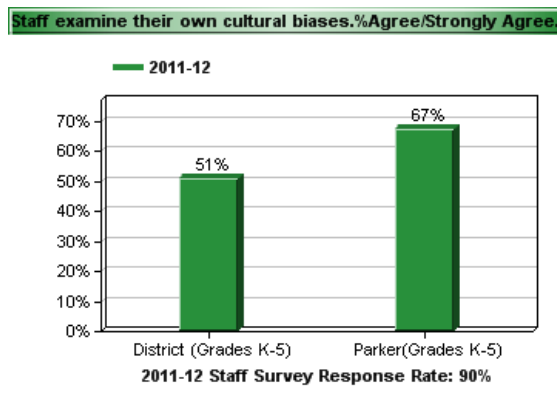
1. Improve the conditions in schools to retain 80% of effective teachers

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Professional Learning



School Data

- 67% of teachers who completed the 2011-12 CHKS survey believe that they examine their cultural biases.

Data Analysis

- Staff participates in Professional Development, site based and off site PD, conferences on Common Core standards, and effective teaching strategies; we will allocate resources to make PD a priority
- 2013-14 school site calendar and schedules will provide additional time for collaboration (grade level); Instructional Leadership Team members will lead professional development
- 2013-14 a major focus of professional development will be on integrating strategies to meet the demands of Common Core and New Generation Science Standards.

Theory of Action

- PLC's to analyze data and to determine next steps.
- PLC's to collaborate and share best instructional strategies.
- view key planning documents(content standards, OUSD pacing guide, CST blueprint). Teachers develop curriculum focus.
- Implementing various formative assessments, e.g. daily exit tickets, K-5
- We will prioritize ongoing and regular opportunities for all staff to learn with and from each other, allowing us to continue to build a school culture that enhances shared leadership and accountability.

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

Strategic Priority A. Family & Community Engagement

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

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

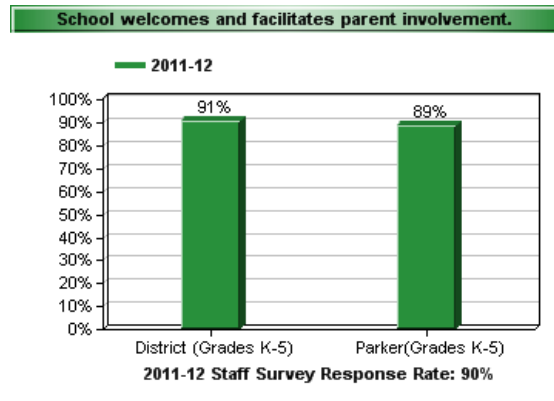
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

School Quality Standards relevant to this Strategic Priority

A quality school...

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

Survey - Welcoming



School Data

- Annual Title I/State of the School meeting is well attended by families and community members.
- Family activities(Health Fair, Family Literacy Night, Science Night, Parker Block Party) are well attended by families and community members.

Data Analysis

- Based on the Staff survey, 89% agree that Parker Elementary School welcomes and facilitates parent involvement.
- Our goal is to engage, educate, support and build the capacity of parent "leaders" to assume formal leadership roles; increase participation for our Parent/Teacher Association, expand School site Council
- We continue to develop positive relationships between the three critical groups involved in a successful Family Engagement process: Leadership, Staff, and Families (including students).

Theory of Action

- Provide families/guardians with opportunities to understand California Content Standards and Common Core Standards.
- Share decision making with families/guardians and community members.
- We will continue to create a "Family Friendly" school; one that engages all families in the educational and academic lives of their children, then we can support the development of a community school that addresses strong learning.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continue to provide tours of the school and classrooms with principal and PTA volunteers.	Attendance	Pre-Kindergarten	End of Year	Principal	5/6/2013	144SQI4A6058		N/A			0	\$0.00
Continue to provide Kindergarten Open House	Attendance	Pre-Kindergarten		Principal	5/6/2013	144SQI4A6059		N/A			0	\$0.00
Provide incoming kindergarten students with transition(TK) support.	Health data	Pre-Kindergarten	End of Year	Principal	5/6/2013	144SQI4A6057		N/A			0	\$0.00
Mail out information to parents, about school events and student achievement.					4/4/2013	144SQI4A3525	Postage for school mailings.	N/A			0	\$0.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Parker Elementary

Principal: KOY HILL

From OUSD Strategic Plan:

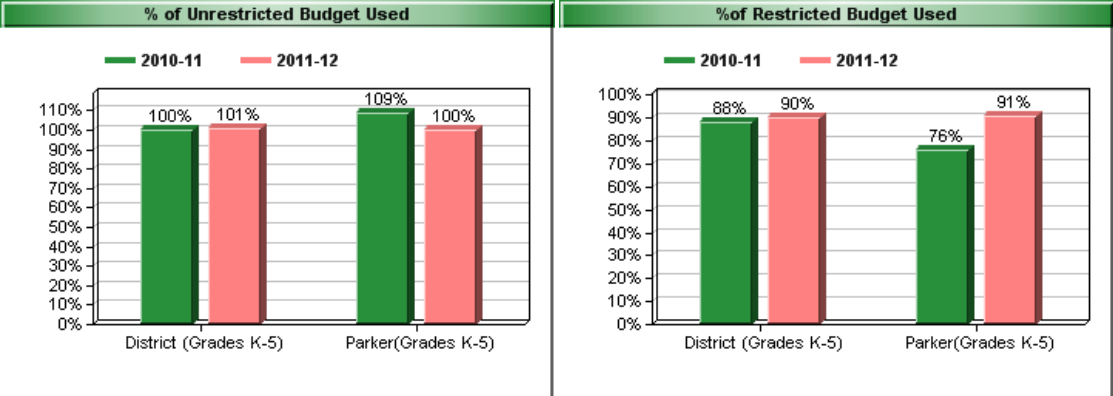
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

School Quality Standards relevant to this Strategic Priority

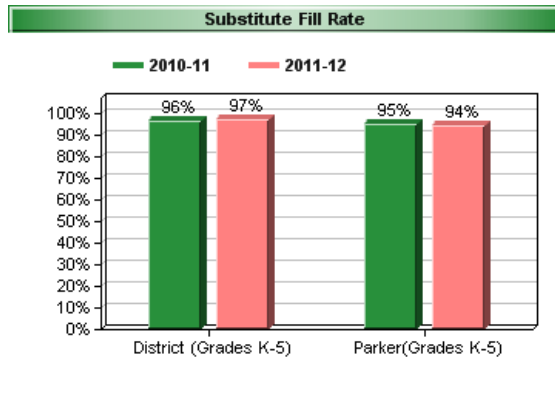
A quality school...

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

Budget



Sub Fill Rate



School Data

- Parker utilized 100% of its unrestricted budget during the 2011-12 school year to equitably purchase goods, services and materials to support students and staff.
- Parker utilized 91% of its restricted budget during the 2011-12 school year to equitably purchase goods, services and materials to support students and staff.

Data Analysis

- Parker continue to apply for additional resources towards enhanced and improved student learning outcomes.

Theory of Action




- We will continue to solicit the input of key stakeholders (teachers, parent leaders and volunteers) on the equitable use of the school budget aligned to identified school priorities,
- We will continue to identify school needs based upon data and prioritize resources to support those needs; then we can better allocate available resources to find the best solution for the education of all Parker students.



;

State & Federal Preliminary and Final Budget

Programs Included in this Plan

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

State Program	Projected Budget	Final Budget
 Economic Impact Aid/State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program ...EIA-SCE RESOURCE #7090	\$32,780.94	
 Economic Impact Aid/English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	\$10,195.85	
 Quality Education Investment Act Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement ...QEIA Resource #7400	\$104,942.00	
Total Amount of Preliminary Projected State Categorical Funds Allocated to this School	\$147,918.79	

Federal Program	Projected Budget	Final Budget
 Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas ...TITLE I Resource #3010	\$40,888.81	
 Title I, Part A: Parent Engagement Activities Purpose: Targets educationally disadvantaged students in eligible schools to help achieve grade level proficiency ...TITLE I Resource #3010	\$971.11	
Total Amount of Preliminary Projected Federal Categorical Funds Allocated to this School	\$41,859.92	

Appendices

- Parent Involvement Policy
- School-Parent Compact
- SSC Membership Roster

Type into the gray boxes, then print and sign.

**ASSURANCES
2013-2014**

School Site: Parker Elementary School
Site Number: 144

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on .
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 5/1/13
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Cicla M. Olvera
SSC Chairperson's Signature

Aicla M. Olvera
SSC Chairperson's Name (printed)

5/6/13
Date

ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date

Koy Hill
Principal Signature

Koy Hill
Principal's Name (printed)

5/6/13
Date

Kimi Kean
Executive Officer's Signature

Kimi Kean
Executive Officer's Name (printed)

5-15-13
Date

Susana Ramirez
Director, State & Federal Compliance Signature

Susana Ramirez
Director, State & Federal's Name (printed)

6/5/13
Date

School Site Council Membership Roster – Elementary School

School Name: Parker Elementary School

School Year 2012-13

Chairperson: Ms. Jiminez	Vice Chairperson: Ms. Martinez
Secretary: Ms. Adcock	DAC Representative:

Check Appropriate

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

Meeting Schedule: 3rd Wednesday.
1:30 PM, Rm.7

- 1-Principal
- 3-Classroom Teachers
- 1-Other Staff

5-Parent /Community

SSC Legal Requirements:

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community members;

Parker Elementary
Title I School Parental Involvement Policy 2012 - 2013

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 November 14, 2012.

This policy was adopted by the Parker School Site Council on 11/14/2012 and will be in effect for the 2013-14 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)

Student _____

Grade _____

Teacher _____

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

School/Home Agreement

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

By School Administration

We pledge to:

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

Principal

By Teachers

We pledge to:

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

Teacher

By Students

We Pledge to:

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

Student

By Parents

We Pledge to:

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

Parent

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