

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Parker Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

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

Fiscal Impact:

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

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

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Parker Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Parker Elementary School
CDS Code: 1612596002091
Principal: Koy Hill
Date of this revision: 6/6/2017

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

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

Contact: Koy Hill

Address: 7929 Ney Avenue
Oakland, CA 94605

Position: Principal

Telephone: 510-879-1440

Email: koy.hill@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT

Devin Dillon, Interim Superintendent

James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Parker Elementary School

Site Number: 144

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

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/26/2017

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

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

Signatures:

Koy Hill

School Principal

Koy Hill

Signature

4/26/17

Date

Aida Olvera

Print name of SSC Chairperson

Aida Olvera

Signature

4/26/17

Date

LaResha Martin

Network Superintendent

LaResha Martin

Signature

5/9/17

Date

Marcus Silvi

Coordinator, Office of Accountability Partners

Marcus Silvi

Signature

5/25/17

Date

2017-18 SPSA ENGAGEMENT TIMELINE**School Site:** Parker Elementary School**Site Number:** 144

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

Date	Stakeholder Group	Engagement Description
12/13/2016	ILT	Development of priorities
12/14/2016	SSC	Development of priorities and Review of SPF Report
2/13/17	Staff	Review of priorities, develop list of best practices
2/21/1017	ILT	Budget Development
2/22/2017	SSC	Budget Overview, Approval of Title I Budget
3/9/2017	Middle School Student Government	Measure G1 Middle School Engagement; Develop a list of priorities and suggestions to improve the middle school program
3/15/2017	SSC	Measure G1 Middle School Engagement; Revisit Title I budget
3/21/2017	ILT	Review of SPSA including strengths, challenges and root cause analysis,
4/17/2017	Staff	Review of SPSA including strengths, challenges, root cause analysis, and budget
4/26/2017	SSC	Final approval of SPSA

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$48,941.75	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$218,162.42	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$96,628.84	TBD
TOTAL:	\$388,733.01	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$45,245.37	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,515.21	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$46,760.58	\$0.00

PART A: ABOUT THE SCHOOL

School Description

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

School Mission and Vision

Expect Success: Community Schools - Thriving Students

1. Build community and connect those communities so resources are maximized on behalf of children and families.
2. Ensure a caring and high quality teacher in every classroom by caring for and developing the teachers we have.
3. Articulate an Oakland-wide vision, and set of expectations, for all 18-year-olds in our city.

Parker Elementary and Middle School is a school of excellence. This means Parker School recognizes its purpose as a school that complements and supplements the groundwork established in the first and primary place of education: the Home. Parker School seeks to further develop and enhance educational excellence by producing one focused Scholar at a time by every means necessary.

Our goal is to educate the whole child: Body, Mind, and Soul. Our assignment is to be a catalyst and foundation to train generations that will provide leadership for our community and positively impact the world.

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

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

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Literacy

SCHOOL GOAL for Literacy:

100% of students will increase reading levels each trimester measured by Fountas and Pinelle and SRI (2nd - 8th)/ Core Knowledge and Reading Foundations (K-1).

SCHOOL TARGETS for Literacy:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	29.72%	34.72%	39.72%

Other Leading Indicators for Literacy:

We will monitor our F & P and SRI scores in order to ensure that students are making progress towards proficiency on grade level standards.

NEEDS ASSESSMENT for Literacy:

STRENGTHS	CHALLENGES
<ul style="list-style-type: none"> -23% of students scored at or above grade level on SBAC ELA -4 PP growth on the SBAC ELA -25% of AA were at or above grade level on SBAC ELA -24% of Low Income students were at or above grade level -AA at or above grade on SBAC ELA increased by 8pp -25% of Middle School students were at or above grade level -26% of AA Middle School students were at or above grade level 	<ul style="list-style-type: none"> 77% of students were below grade on the SBAC ELA -75% of AA students were below grade level on SBAC ELA -76% of Low Income students were below grade level on SBAC ELA -

ROOT CAUSE ANALYSIS

-We serve a low Economic community and we have a high percentage of students that are below grade level when they come to Parker

MATHEMATICS PRIORITY: Mathematics

SCHOOL GOAL for Mathematics:

Math lesson studies, Coaching and Observation and Feedback to support the development of rigorous math instruction; that will allow at least 60% our students to reach grade level or above.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	26.25%	30.25%	34.25%

Other Leading Indicators for Mathematics:

We will use Eureka Math Unit Assessments to analyze student math data in order increase student achievement in math. We will also use Front Row as an intervention and monitoring tool to assess growth toward standard mastery.

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
-28% of our students were at or above grade level on SBAC math -15% of our students improved on SBAC MATH for at or above grade level from 15-16 school year -29% of our Low Income students were at or above grade level on the SBAC math -Low income students improved 17% on SBAC math regarding at or above grade level -25% of Middle School students were at or above grade level -22% of AA Middle school students were at or above grade level	-72% of our students were below grade level on SBAC math -71% of our Low Income students were below grade level on SBAC math -75% of our Middle School students were below grade level on SBAC math -78% of our AA Middle School students were below grade level on SBAC Math

ROOT CAUSE ANALYSIS

-Teachers are stil building their capacity with Common Core standards number of Tier 3 students, which impacts the classroom learning and resources

-Parker contiunues to serve a high

CULTURE & CLIMATE PRIORITY: Health & Wellness

SCHOOL GOAL for Health & Wellness:

100% of students will utilize ToolBox strategies(SEL) to improve stuuent academic performance. Engage and provide families and students with academic support/strategies to improve student academic support, Create a healthy school environment(PBIS).

SCHOOL TARGETS for Health & Wellness:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	All Students	6.32%	5.32%	4.32%

Other Leading Indicators for Health & Wellness:

We will monitor URF and CHKS survey data to gauge how well we are serving our parents and guardians.

NEEDS ASSESSMENT for Health & Wellness:

STRENGTHS	CHALLENGES
-We decreased our percentage of students who were Chronically absent by 9.1% -ELL students decreased their percent of chronic absenteeism	-16.7% of our students were chronically absent

ROOT CAUSE ANALYSIS
-Some families are not prioritizing education, do to their poverty level and the impact that has on daily life. some families that are homeless, which impacts their attendance. -We have

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Increase the numbers of Parent Teacher conferences(2X) a year. Engage families with SSC, Math and Science night, Family Literacy night, Awards Assemblies, and Academic Meetings. Also, engage parents regarding attendance; decrease % of chronically students who were chronically absent by 8%.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	All Students	16.95%	12.95%	8.95%

Other Leading Indicators for Family Engagement:

High Functioning SSC, Attendance for school activities

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
We have a core group of families that participate in parent educational events. We will partner with Oakland Housing Authrity and Aspirenet to provide additional parent engagement events.	We need increase the % of families that attend our engagements.

ROOT CAUSE ANALYSIS
Majority of our parents are orking two to three jobs, which does not allow them to attend events. families need to prioritize the importance of their child's ededucation, by staying engaged with the school. Some

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Literacy:	If we implement a Balanced Literacy Framework and, focus on Writing with Evidence and Small Group Instruction, then we will be able to deliver standards-based instruction across the grade levels and differentiate instruction for students who are struggling and for students who need acceleration. If we give teachers weekly PLC time, they will be able to plan standards-based lessons and analyze student level data (formative assessments) to monitor progress for students who are struggling.
SCHOOL THEORY OF ACTION for Mathematics:	If we focus on increasing teachers knowledge of the mathematics standards with a deep conceptual understanding teachers will be able to plan standards aligned, rigorous instruction resulting in an increase in students procedural fluency on SBAC claim 1.
SCHOOL THEORY OF ACTION for Health & Wellness:	If we focus on SEL and PBIS and the instructional strategies related to those two practices. We will see a decrease in suspension rates and referrals.
SCHOOL THEORY OF ACTION for Family Engagement:	If we implement family engagement activities, Report Card conferences, Goal setting meetings, Math and Literacy Night, and academic support at home; this will allow our students too improve their academic performance. Parents will have input into their child's school community, allowing us to build a stronger school community.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Teachers model and use differentiated instruction to improve academic performance in ELA by reading non fiction complex text, and writing with evidence across the curriculum using a balanced approach of differentiation to meet the needs of all students.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	Provide targeted PD, Observation and Feedback, and supplemental instructional materials to improve academic progress.	Professional Learning Communities, Professional Development, Balanced Literacy Supplemental Supplies
1-2	Teachers will use small groups (e.g. Guided Reading), daily conferring, and writing to improve academic performance.	Provide teacher extended contracts so they can have grade level collaboration, peer tutoring, school culture meetings, and share best practices around differentiated instruction,	An academic mentor and STIP Sub to provide tiered intervention support for students not performing at grade level.
1-3	Teachers will identify Tier 2 and 3 students, provide small group instruction and provide additional support with tutoring from Aspiranet.	Aspiranet tutoring program for our most at risk students	Availability of equipment for instructional materials

1-4	Teachers will use collaboration time to analyze data, develop standards based units and lesson plans, and create rubrics.	Provide substitutes so that teachers may attend PLCs and professional development and work on special projects	The after school program will align with our school program to support small group literacy instruction and math conceptual learning.
1-5	Teachers will use differentiated instruction to meet the needs of all their students.	Provide classroom library and library books on a variety of levels	Provide structured library experience with an experienced librarian.
1-6	K- 5 Teachers will teach daily word study lessons for students and differentiate as necessary.	Collect daily schedules and analyze data reports for foundational skills assessments	A STIP sub who will provide classroom coverage so that teachers may meet to collaborate with colleagues and parents, and attend professional development.
1-7	Teacher will provide advanced students(GATE) with additional learning opportunities.	Observation and Feedback	Benefit cost for LCAP funded personnel
1-8	Teachers will administer SRI, F&P - Running Records , and Formative Assessments. We will use the data to support our data cycles.	Goal Setting and data analysis conferences with Running Records– Calendar data cycle Provide release Days for teacher planning at end of each Data Cycle	Weekly PLC Collaboration for data analysis, planning and academic conferences will provide opportunities for teachers to collaborate in the areas of subject-content curriculum for integrated teaching and learning, and effective research-based instructional and technology practices, as evidenced through PLC data into action, data-driven inquiry analysis, and weekly informal observations - release by STIP SUB
1-9	TSA will develop individual group and system wide capacity for consistent implementation and data analysis through coaching	Provide PD to improve Best Instructional Practices Skills for teachers to help improve their increase student achievement in ELA and Math	Analyze data with teachers and ILT in order to determine next steps.
1-10	Teachers use CC/NGSS standards to backwards plan instructional units assessments and lesson plans	Provide PD and PLC's to backwards map standards.	
1-11	Teachers use data to group students and provide differentiated instruction targeted to student needs including students with disabilities across the curriculum		

1-12	Teachers will make sure Interactive Read-Aloud and Vocabulary happens at least 2-3 times a week. Texts are at or above grade level and carefully chosen to model and practice a reading behavior. The teacher models proficient reading and meaning making, intentionally thinks aloud before, during and after reading while students focus on listening, comprehension, thinking, and , academic discussions	Provide targeted PD, Observation and Feedback, and supplemental instructional materials to improve academic progress.	TSA, ILT and Administration Team
1-13	Teachers employ differentiated instructional strategies to meet the needs of targeted students groups: AAM, ELL's, Newcomers(if applicable), Foster Youth and Homeless	COST Team and Leadership Team will identify and implement academic interventions aligned to data in order to target specific groups.	Provide emotional and social interventions for all students including Transitional Youth, Homeless/Foster Youth who are struggling, we will work with our clinician to provide support.

Improvement Strategy #2:	Teachers use Academic Discussions, Oral Discourse, Number Talks, Three Read, Mathematical Best Instructional Strategies and analysis of student data to build students conceptual understanding of complex problems across content in order to build procedural fluency.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Teachers will use number talk and other best instructional practices.	Provide PD for Number Talks and additional best instructional practices. Provide observation and feedback regarding practices.	TSA will provide PD for teachers. Principal and TSA will provide observation and feedback.
2-2	A STIP sub who will provide classroom coverage so that teachers may meet to collaborate with colleagues and parents, and attend professional development.	Leadership team will provide professional development in claim 1 concepts and procedures with a focus on increasing conceptual understanding to increase procedural fluency	The after school program will align with our school program to support small group literacy instruction and math conceptual learning.
2-3	Teachers will use Data Driven Instruction to increase rigor, analyze data and determine next steps.	Monitor, coach and assist with DDI.	ILT will review school wide math data
2-4	Teachers will use input from Observation and Feedback to increase instructional practices.	Provide observation and feedback, giving teachers immediate feedback to improve their instructional practices.	Principal will allocate time for instructional rounds to be conducted by the ILT, teacher teams, and teacher leaders.
2-5	Create a common schoolwide vision for math to include focusing on major content standards, teaching 8 mathematical practices, and monitoring student data	Provide teachers with the BOY goals and areas of focus for Math	Principal and ILT schedule data conferences quarterly

2-6	Ensure students have a balance diet of math facts, fluency, and a conceptual understanding, understanding and applying math strategies to solve problems and demonstrating math understanding orally, using pictorial models, and in writing.	A middle school TSA to focus on science and math.	
2-7	Plan common core aligned lessons that integrating technology into math and science instruction.	Math TSA to provide PD and assist with PLC's, provide Observation and Feedback	Develop analytical tools to guide teachers in understanding mastery.
2-8	Develop a deep understanding of Webb DOK and the CCSS. Teachers will understand how to align their daily lessons to them.	Analyze school-wide and classroom math unit assessments and performance tasks to create/implement corrective instruction and differentiation.	Math Lead teachers who sit on the leadership team.

Improvement Strategy #3:	Students and families are engaged with the school community to increase/improve attendance, school culture/climate, and collaborate with teachers in order to develop strategies that address our challenges.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Teachers make supportive calls to families 2 hours per month to encourage attendance, set goals with students and incentivize improvement.	Playworks to provide structured play, leadership development, physical fitness.	Custodial overtime for night parent meetings on such engagement topics as Middle School Orientation, Science Night, Date with Data, etc.
3-2	Teachers will teach SEL to all our students.	Provide materials for parent meetings and trainings.	Information completed and sent to families in a timely fashion.
3-3	Teachers will teach and enforce school wide behavior expectataions	Team focuses on PBIS, the development of a positive school culture plan that includes clear steps for staff and families to access.	The after school program will align with our school program to support small group literacy instruction and math conceptual learning.
3-4	TK/K teachers will institute No Nonsense curriculum with our young scholars	Kindergarten Open House for potention families.	No Nonsense Nurterers training for all staff.
3-5	Teachers and staff will use Tool Box and 12 Tools when interacting with scholars in our school community.	Provide PD for certificated and classified staff.	Build SEL competencies of Adults serving students. Provide SEL education to adults during staff meetings.

3-6	Teachers will incorporate agreed upon Tier 1-3 systems through the integration of Tool Box in order to create a sense of community, safe school community, academically motivated students, and emotionally competent students.	Ensure that all teachers are implementing Tool Box on a daily basis through observation and feedback	Build Teacher Competency on SEL Supports for Specific Student Populations, including African American males, ELs, Low Income students, SpEd, Foster youth, and homeless youth.
3-7	Teachers will use Tool Box SEL curriculum	Provide SEL PD to teachers	ILT will review culture/climate data to determine next steps.
3-8	Teachers will issue PARKER Scholar Dollars to reinforce values and good behavior.	Provide incentives at the Parker store, so students can obtain a tangible reward for their behavior	ILT will review culture/climate data to determine next steps.
3-9	Teachers will Demand and Support best academic effort through challenging work and high expectations.	Utilize the Universal Referral form and provide norms for relationships and behaviors that create a professional culture of excellence and ethics.	Engage parents and community members to participate and collaborate in school community
3-10	Teachers take role daily and Attendance Clerk, Parent Ambassador (OHA), Oakland Natives Give Back will collaborate to identify chronic absent students and make supportive calls to families to encourage attendance and provide incentives for improvement	Celebrate positive attendance and coordinate schoolwide attendance practices.	Partner with Oakland Housing Authority (OHA) and Oakland Natives Give Back to Identify Chronic Absent students and coordinate supports that improve attendance
3-11	Attend special workshop classes	Provide refreshments	Timely notice of educational opportunities
3-12	Stress safe behaviors and maintain a safe, nurturing environment	Hire a security officer	Carefully structure the day of the SSO to support maintenance of a safe climate

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

PROPOSED 2017-18 BUDGET

Site Number:

144

School:

Parker Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	After School Program	The after school program will align with our school program to support small group literacy instruction and math conceptual learning.	A1.6: After School Programs	5825				144-1
\$5,000.00	General Purpose Discretionary	Property loss			5872				144-2
\$2,007.13	General Purpose Discretionary	Professional learning activities and student accelerations/interventions by CCTLs for mathematics and/or science learning	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	A2.1: Implementation of CCSS & NGSS	1105	Classroom Teacher	K12TCH0637	0.03	144-3
\$10,750.00	General Purpose Discretionary	Extended Time for Special projects	Provide teacher extended contracts so they can have grade level collaboration, peer tutoring, school culture meetings, and share best practices around differentiated instruction,	A2.10: Extended Time for Teachers	1120				144-4
\$3,500.00	General Purpose Discretionary	Substitutes	Provide substitutes so that teachers may attend PLCs and professional development and work on special projects	A3.4: Teacher Professional Development focused on Literacy	1150				144-5
\$4,000.00	General Purpose Discretionary	Academic Mentor Tutoring support	An academic mentor and STIP Sub to provide tiered intervention support for students not performing at grade level.	A2.9: Targeted School Improvement Support	2928				144-6
\$10,184.62	General Purpose Discretionary	Supplemental instructional materials, leveled activities supplies	Provide supplemental instructional materials. Provide observation and feedback regarding practices.	A2.3: Standards-Aligned Learning Materials	4310				144-7
\$2,000.00	General Purpose Discretionary	Refreshments	Provide refreshments	A3.3: Family Engagement focused on Literacy Development	4311				144-8
\$5,000.00	General Purpose Discretionary	Copier machine maintenance	Availability of equipment for instructional materials	A2.3: Standards-Aligned Learning Materials	5610				144-9
\$6,500.00	General Purpose Discretionary	Tutoring, emotional support of our at risk students	Aspiranet tutoring program for our most at risk students	A2.9: Targeted School Improvement Support	5825				144-10

\$24,707.72	LCFF Concentration	Middle School TSA	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	A2.9: Targeted School Improvement Support	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.27	144-11
\$292.28	LCFF Concentration	Purchase of books	Provide classroom library and library books on a variety of levels	A3.2: Reading Intervention	4200	Other Books			144-12
\$6,690.43	LCFF Supplemental	Professional learning activities and student accelerations/interventions by CCTLs for mathematics and/or science learning	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	A2.1: Implementation of CCSS & NGSS	1105		K12TCH0637	0.10	144-13
\$29,283.23	LCFF Supplemental	Middle School TSA	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	A2.9: Targeted School Improvement Support	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.32	144-14
\$51,814.70	LCFF Supplemental	Middle School TSA	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	A2.9: Targeted School Improvement Support	1119	10 MONTH CLASSROOM TSA	C10TSA0226	0.80	144-15
\$68,909.57	LCFF Supplemental	Middle School TSA	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	A2.9: Targeted School Improvement Support	1119	10 MONTH CLASSROOM TSA	C10TSA0157	1.00	144-16
\$345.50	LCFF Supplemental	Purchase of books	Provide classroom library and library books on a variety of levels	A3.2: Reading Intervention	4200				144-17
\$135.29	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				144-18

\$12,811.41	Measure G: TGDS	Middle School TSA	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	A2.9: Targeted School Improvement Support	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.14	144-19
\$3,500.00	Measure G: TGDS	Alternative Observers to help with Teacher evaluation	Observation and Feedback	A2.6: Teacher Evaluation	1120	Tr Over Time			144-20
\$24,707.72	Supplemental Program Investment	Middle School TSA	Teachers will provide all students with rigorous instruction that support students to learn at high levels and allows students to demonstrate their learning at high levels. Teachers will assess students and use DDI to determine areas of growth. Teachers will receive support using observation and feedback.	A2.9: Targeted School Improvement Support	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.27	144-21
\$467.28	Supplemental Program Investment	Purchase of books	Provide classroom library and library books on a variety of levels	A3.2: Reading Intervention	4200				144-22
\$40,285.22	Title I Basic	TSA will develop individual group and system wide capacity for consistent implementation and data analysis through coaching	Provide targeted PD, Observation and Feedback, and supplemental instructional materials to improve academic progress.	A3.4: Teacher Professional Development focused on Literacy	1119	11 MONTH CLASSROOM TSA	C11TSA0159	0.30	144-23
\$4,960.15	Title I Basic	Surplus to supplement the TSA salary	Provide targeted PD, Observation and Feedback, and supplemental instructional materials to improve academic progress.	A2.9: Targeted School Improvement Support	4399				144-24
\$1,515.21	Title I Parent Participation	Supplies for educational workshops	Provide materials for parent meetings and trainings.	A3.4: Teacher Professional Development focused on Literacy	4310				144-25



School Site Council Membership Roster – Elementary School

School Name: Parker Elementary and Middle School

School Year: 2016-7

Table with 2 columns: Chairperson, Secretary, LCAP EL Parent Advisory Nominee, Vice Chairperson, LCAP Parent Advisory Nominee, LCAP Student Nominee. Includes fields for Email and Phone.

Place "X" in Appropriate Members Column

Table with 7 columns: Members' Names, Members' Phone and E-mail, Principal, Classroom Teacher, Other Staff, Parent/Comm., Student. Lists members like Koy Hill, Roberto Lascon, Alicia Martinez, etc.

Table with 2 columns: Meeting Schedule (day/month/time), Third Wednesday 1:30

SSC Legal Requirements: (Ed. Code 52852)

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

Circle containing: 1-Principal, 3-Classroom Teachers, 1-Other Staff, AND, 5-Parent /Community

Revised 8/22/2016

Title I School Parental Involvement Policy 2016-2017

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 *LCAP Parent Advisory Committee*
- 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

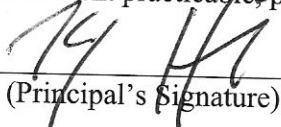
Accessibility

- 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 9/21/2016.

This policy was adopted by the Parker School Site Council on 9/21/16 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents. It will be made available to the local community. The Parker's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)

9/21/16

(Date)

Parker Elementary School Compact
Working Together to Achieve High Academic Standards

THE TEACHER PLEDGE:

I understand the importance of the school experience for every student and our role as educators and models. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will teach grade level standards, skills and concepts.
- I will teach interesting and challenging lessons that promote student achievement.
- I will strive to address the individual needs of my students.
- I will communicate with all my parents regarding their child's progress.
- I will provide a safe, positive, supportive and healthy learning environment for my students.
- I will communicate homework and class work expectations.
- I will develop my students' basic and critical thinking skills.
- I will exhibit sensitivity to multicultural issues.
- I will respect the school, students, fellow staff members and Parker families.
- I will be the best teacher I can be.

Teacher's Signature

Date

THE STUDENT PLEDGE:

I realize that my education is important. I know I am responsible for my own actions. I want to succeed. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will get to my class on time every day.
- I will be ready to learn and will work hard.
- I will dress in a School Uniform.
- I will complete my homework daily.
- I will return completed work on time.
- I will be responsible for my own behavior and follow the classroom and school rules.
- I will be a cooperative learner.
- I will ask for help when needed.
- I will respect the school, my classmates, Parker School Staff and families.
- I will give my parents all school notices in a timely manner.
- I will be the best Parker Scholar I can be every day.

Student's Signature

Date

THE PARENT/GUARDIAN PLEDGE:

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

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

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

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

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

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

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

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

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

I will attend all parent-Teacher Conferences.

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

I will provide any updated information as needed.

I will be the best Parker Parent I can be.

Parent's Signature

Date