

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1333
Introduction Date: 6/27/18
Enactment No.: 18-1136
Enactment Date: 6/27/18 er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 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 2018-2019 Single Plan for Student Achievement (SPSA) for Parker Elementary School.



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

Legislative File ID No: 18-1333
Introduction Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Parker Elementary School
CDS Code: 1612596002091
Principal: Koy Hill
Date of this revision: 5/14/2018

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	Position: Principal
Address: 7929 Ney Avenue Oakland, CA 94605	Telephone: 510-879-1440 Email: koy.hill@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 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: May 9, 2018

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	 Signature	<u>5/15/18</u> Date
Lucia Ramirez <i>Print name of SSC Chairperson</i>	 Signature	<u>5/15/18</u> Date
 LaResha Martin, Network Superintendent	 Signature	<u>5/24/18</u> Date
 Marla Williams, Officer, State and Federal Programs	 Signature	<u>6/1/18</u> Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/12/2018	Staff Meeting	Review of budget for 2018-9
2/21/2018	SSC Meeting	Budget Review; Vote on Title I budget funds for 2018-9
3/1/2018	Instructional Leadership Team	Conducted ILT Work Session on SPSA
3/15/2018	Middle School Staff Meeting	Discussion and recommendation for Middle School Needs in SPSA
3/21/2018	SSC and SELLS	Conducted SSC and SELLS Work Session on SPSA
4/12/2018	Instructional Leadership Team	Work on narrative portions of the SPSA
5/9/2018	SSC	Final Review and approval of SPSA for 2018-9

2018-2019 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	\$75,600.01	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$255,337.87	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$146,691.59	TBD
TOTAL:	\$502,629.47	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$73,907.37	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$2,086.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$75,993.37	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Parker Elementary School

School ID: 144

School Description

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

School Mission and Vision

Expect Success: Community Schools - Thriving Students

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

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

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

Parker places a high value on academic excellence. Students at Parker must reach Proficiency in core subject areas (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.

Family & Student Engagement

We have a core group of families that participate in parent educational events. We will partner with Oakland Housing Authority and Aspirenet to provide additional parent engagement events. We need increase the % of families that attend our engagements. Majority of our parents are working two to three jobs, which does not allow them to attend events. Some families need to prioritize the importance of their child's education, by staying engaged with the school.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>-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</p>	<p>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</p>	<p>-We serve a low Economic community and we have a high percentage of students that are below grade level when they come to Parker</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>-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</p>	<p>-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</p>	<p>-Teachers are still building their capacity with Common Core standards -Parker continues to serve a high number of Tier 3 students, which impacts the classroom learning and resources</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>-We decreased our percentage of students who were Chronically absent by 9.1%</p>	<p>-16.7% of our students were chronically absent</p>	<p>-Some families are not prioritizing education, do to their poverty level and the impact that has on daily life. -We have some families that are homeless, which impacts their attendance.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>-ELL students decreased their percent of chronic absenteeism</p>		

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Parker Elementary School

School ID: 144

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Literacy	Using Balanced Literacy framework, Parker will increase the percentage of students at or above grade to 50%. Based on the SRI data.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	26.0%	31.0%	36.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we progress monitor F&P, SRI, writing, and student performance on common formative assessments				
Theory of Action for Language & Literacy Priority:	If teachers develop a deep understanding of the common core standards, rigorous reading and writing instruction and differentiated instruction for African Americans, Low Income students, Foster Youth and Teacher Professional Development and receive consistent coaching support and feedback, then there will be an increase in the number of proficient African Americans, Low Income, and Foster Youth students, on ELA formative and summative assessments (F&P, SBAC,SRI).				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. African American Students, Latino Students, Low Income Students Foster Youth, Teacher Professional Development	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning	O1: Principal will conduct classroom observations and walk-throughs

1-2	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement. -Teachers and Administration provide Open House for incoming TK and K students and families. Students are assessed in order to have baseline data.</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>O2: Teachers will be able to demonstrate their system for organizing and monitoring leveled texts for students' independent reading.</p>
1-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p>	<p>O3: Anchor charts posted</p>
1-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>O4: Teachers will be able to demonstrate their system for organizing and monitoring leveled texts for students' independent reading.</p>
1-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>O5: · Student task will reflect a high DOK level and will be linked to a clear standards based learning objective</p>
1-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>O6: Student task will reflect a high DOK level and will be linked to a clear standards based learning objective</p>

1-7	T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.	L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.	O7: Principal and ILT will conduct classroom observations and walk-throughs
1-8	T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.	L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students	O8: Principal will conduct Data Conferences with teachers

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Mathematics	Using standards based instruction, Parker will increase the percentage of students who are at or above grade level to 50%; based on the SBAC data.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-51.4	-41.4	-31.4
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will progress monitor common formative assessments, math curriculum embedded assessments and exit tickets.				
Theory of Action for Standards-Based Instruction Priority:	If teachers develop a deep understanding of the mathematical practices, CCMS, differentiated instruction and academic discussion for ELLs, GATE students, Low Performing students and extended Learning Time then students will develop prerequisite skills that will lead to conceptual understanding of Common Core Math Standards and increase the number of proficient ELLs, GATE, Low Performing, and Extended Learning Time students with disabilities) students on formative and summative Embedded Assessments and SBAC.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
2-1	<p>T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.</p> <p>ELLs, Gate Students, Latino Students, Disadvantaged Students, Low Performing Students and Extended Learning Time</p>	<p>L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.</p>	<p>O1: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices</p>
2-2	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>O2: Network Leadership strengthens, models and monitors the knowledge and skills of principals and leadership teams regarding evidence based differentiation practices and teacher feedback</p>
2-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p>	<p>O3: Network Leadership builds capacity of principals to lead cycles of inquiry; monitors execution of data-driven instruction, and disseminates proven practices across network schools</p>
2-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>O4: Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans</p>
2-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>O5: Network Leadership strengthens and monitors principal knowledge around effective professional learning practices and ensures time is devoted to evidence based collaborative learning.</p>

2-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy.</p> <p>(e.g. learning walks, gallery walks, videos, book study)</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>O6: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices</p>
2-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p>	<p>O7: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST)</p>
2-8	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences , strategic goal setting and providing feedback with corrective action for students</p>	<p>O8: Network Leadership monitors scheduling and effectiveness of school community engagement</p>

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT		Priority ("Big Rock"):	JUNE 2021 GOAL			
		Health & Wellness	Engaging parents and students, Parker will decrease the percentage of children that fall under chronic absence by 10%.			
		Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
		Chronic Absence	All Students	17.4%	12.4%	7.4%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor weekly engagement reports, URFs, SEL program implementation, PBIS implementation, multi-tiered system of support for students and families (MTSS) and family engagement opportunities.					
Theory of Action for Conditions for Student & Adult Learning Priority:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for Newcomers and Students with Disabilities, and Parent/Family Engagement then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.					
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
3-1	T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. Newcomers, Disadvantaged Students, Children with Disabilities, Homeless Students, Students with Disabilities, and Parent/Family Engagement	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning		O1: Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.		
3-2	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed		O2: Network Leadership strengthens, models and monitors the knowledge and skills of principals and leadership teams regarding evidence based differentiation practices and teacher feedback		

3-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p>	<p>O3: Network Leadership builds capacity of principals to lead cycles of inquiry; monitors execution of data-driven instruction, and disseminates proven practices across network schools</p>
3-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>O4: Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans</p>
3-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>O5: Network Leadership strengthens and monitors principal knowledge around effective professional learning practices and ensures time is devoted to evidence based collaborative learning.</p>
3-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>O6: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices</p>
3-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p>	<p>O7: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST)</p>

3-8	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership Team monitor and build teacher capacity to facilitate student-teacher conferences, strategic goal setting and providing feedback with corrective action for students</p>	<p>O8: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST).</p>
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CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	EL Reclassification	Using ELD and best instructional practices, Parker will reach a goal of 25% for our EL learners.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
English Learner Reclassification	All Students	19.0%	22.0%	25.0%	
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	As a school we will monitor LPAC, reading levels, academic content language acquisition, oral language fluency and opportunities for academic discussion.				
Theory of Action for English Language Learners Priority:	If staff and teachers are provided Professional Development on school wide PBIS expectations, implement a curriculum that explicitly teaches the SEL competencies, and provide ongoing family engagement opportunities for African American and Newcomer students then all students will demonstrate safe, respectful and responsible behavior, students and families will feel a deeper connection to school and chronic attendance and suspension rates will decrease.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION		
4-1	<p>T1: Teachers implement complex tasks (e.g. high DOK, language objectives) aligned to common rigorous academic standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery. African American Students, Latiino students, Homeless Students, Children with Disabilities, and Newcomer Students</p>	<p>L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning</p>	<p>O1: Network Leadership strengthens Principal knowledge of standards based instruction, rigorous academic standards and tasks.</p>		

4-2	<p>T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement</p>	<p>L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed</p>	<p>O2: Network Leadership strengthens, models and monitors the knowledge and skills of principals and leadership teams regarding evidence based differentiation practices and teacher feedback</p>
4-3	<p>T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice</p>	<p>L3: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans</p>	<p>O3: Network Leadership builds capacity of principals to lead cycles of inquiry; monitors execution of data-driven instruction, and disseminates proven practices across network schools</p>
4-4	<p>T4: Teachers engage families in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning</p>	<p>L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops</p>	<p>O4: Network Leadership develops knowledge and skill of Principals regarding monitoring teacher-student goal setting, identifying corrective action, giving feedback and making adjustments to cycle plans</p>
4-5	<p>T5: Teachers collaborate to review standards and curriculum, scope and sequence, analyze student work, create rigorous instructional tasks and common formative assessments.</p>	<p>L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community</p>	<p>O5: Network Leadership strengthens and monitors principal knowledge around effective professional learning practices and ensures time is devoted to evidence based collaborative learning.</p>
4-6	<p>T6: Teachers engage in a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy. (e.g. learning walks, gallery walks, videos, book study)</p>	<p>L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.</p>	<p>O6: Network Leadership builds principal capacity to develop effective professional learning plan through peer collaboration that is aligned to student achievement data and effective teaching practices</p>

4-7	<p>T7: Teachers use data-informed Cycles of Inquiry, with multiple forms of assessment, to implement and adjust classroom and grade-level instructional plans.</p>	<p>L7: Principal and Leadership Team develop focused Cycles of Inquiry, strengthen teacher capacity and allocate time for grade level teams to analyze student data (e.g. data conferences) and adjust instruction.</p>	<p>O7: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST)</p>
4-8	<p>T8: Teachers lead students in setting and monitoring their own progress towards meeting academic and behavioral goals during each cycle, and provide individualized feedback with corrective action plans for students.</p>	<p>L8: Principal and Leadership team establish a Culture, Climate and COST Team to support and develop the implementation of schoolwide SEL practices and individualized student plans .</p>	<p>O8: Network Leadership monitors the effectiveness of School Climate and Culture expectations. (e.g. Climate Plans, Culture and Climate Team and COST).</p>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 144

School: Parker Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$146,691.59	After School Education & Safety (ASES)	Contract with afterschool provider	Literacy	A1.6 After School Programs	5825				144-1
\$15,937.58	General Purpose Discretionary	STIP Testing support for K-2, including EL assessment	EL Reclassification	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP9999	0.31	144-2
\$4,334.30	General Purpose Discretionary	Extended contracts	Literacy	A2.10 Extended Time for Teachers	1120				144-3
\$20,728.13	General Purpose Discretionary	Supplies	Literacy	A2.3 Standards-Aligned Learning Materials	4310				144-4
\$4,600.00	General Purpose Discretionary	Copier maintenance	Literacy	A2.3 Standards-Aligned Learning Materials	5610				144-5
\$30,000.00	General Purpose Discretionary	Playworks contract	Health & Wellness	A5.1 School Culture & Climate (Safe & Supportive Schools)	5825				144-6
\$7,197.62	LCFF Concentration	STIP Emergency classroom coverage for trainings, parent conferences	Literacy	A3.4 Teacher Professional Development focused on Literacy	1105	TEACHER STIP	TCSTIP9999	0.14	144-7
\$3,219.76	LCFF Concentration	Substitutes for inservices	Literacy	A3.4 Teacher Professional Development focused on Literacy	1150				144-8
\$582.62	LCFF Concentration	Surplus	n/a	n/a	4399				144-9
\$14,000.00	LCFF Concentration	Core Knowledge license	Literacy	A2.3 Standards-Aligned Learning Materials	5826				144-10

\$93,158.59	LCFF Supplemental	TSA Coaching and professional development for classroom teachers on best practices and differentiated instruction and support accountability for student behavior	Mathematics	A5.2 Health and Wellness (Mental & Physical Health)	1119	10 MONTH CLASSROOM TSA	C10TSA9999	1.00	144-11
\$101,209.50	LCFF Supplemental	TSA coaching and professional development for classroom teachers on best practices and differentiated instruction (balance of 0.09 is in basic)	Literacy	A3.4 Teacher Professional Development focused on Literacy	1119	10 MONTH CLASSROOM TSA	C10TSA0250	0.91	144-12
\$14,860.44	LCFF Supplemental	Extended contracts for targeted intervention services	Literacy	A1.6 After School Programs	1120				144-13
\$14,860.44	LCFF Supplemental	Academic mentor	Literacy	A3.2 Reading Intervention	2928				144-14
\$1,248.90	LCFF Supplemental	Surplus	n/a	n/a	4399				144-15
\$20,000.00	LCFF Supplemental	Spanish program an elective for middle school]	Health & Wellness	A2.9 Targeted School Improvement Support	5825				144-16
\$10,000.00	LCFF Supplemental	Eureka math license	Mathematics	A2.3 Standards-Aligned Learning Materials	5826				144-17
\$2,000.00	Measure G1	Books	Literacy	A2.9 Targeted School Improvement Support	4200				144-18
\$24,390.00	Measure G1	Consultants electives for art and music	Literacy	A2.9 Targeted School Improvement Support	5825				144-19
\$2,000.24	Measure G1	Awards	Health & Wellness	A5.1 School Culture & Climate (Safe & Supportive Schools)	5826				144-20
\$1,711.87	Title I: Basic	Surplus	n/a	n/a	4399				144-21
\$28,276.35	Title I: Basic	STIP 0.55 Student intervention support for K-2 and classroom coverage during PLC	Literacy	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP9999	0.55	144-22

\$51,411.54	Title I: Basic	STIP 1.0 Student intervention for grades 3-8	Literacy	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP9999	1.00	144-23
\$2,001.96	Title I: Parent Participation	Supplies for meetings and educational programs/workshops	Literacy	A6.5 Academic Parent-Teacher Communication & Workshops	4310				144-24

Title I School Parental Involvement Policy 2017-2018

All Title I schools will develop a written Title I parental involvement policy with input from and contribution 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 I 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 I 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 I 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 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 I, Part A Programs, as evidenced by the agenda and the minutes of SSC 10/18/17.

This policy was adopted by the Parker School Site Council on 10/18/17 and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title I, 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)

11/15/17
(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



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools. Inspiring Students.

OFFICE OF ACCOUNTABILITY PARTNERS

2017-2018

School Site Council Membership Roster – Elementary

School Name: Parker Elementary and Middle School

Chairperson : Lucia Ramirez
Vice Chairperson: Aida Olvera-Jiminez
Secretary: Roberto Lascon

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Koy Hill	X			
Martha Balasubramanian		X		
Roberto Lascon		X		
Alicia Martinez		X		
Sarah Mehrizi			X	
Lucia Ramirez				X
Aida Olvera-Jiminez				X
Maria Ornelas				X
Veronica Ramirez				X
Maria Garcia				X

Meeting Schedule (day/month/time)	Third Wednesday of the month @1:30 Room 16 Sept. 20, Oct. 18, Nov. 15, Dec. 20, Jan. 17, Feb. 21, March 21, April 18, May 16
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community