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File ID Number	19-1314
Introduction Date	6/26/19
Enactment Number	19-1161
Enactment Date	6/26/19 er



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

Memo

To Board of Education
From Kyla Johnson-Trammell, Superintendent
Board Meeting Date June 26, 2019
Subject 2019-2020 School Plan for Student Achievement (SPSA)

Action Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for Parker Elementary School

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be 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 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 School Plan for Student Achievement (SPSA):

- Title I, Part A
- After School Education and Safety (ASES)

Attachment 2019-2020 School Plan for Student Achievement (SPSA) for Parker Elementary School



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2019-2020 School Plan for Student Achievement (SPSA)

School: Parker Elementary School
CDS Code: 1612596002091
Principal: Rocquel Colbert
Date of this revision: 5/22/2019

The School 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: Rocquel Colbert
Address: 7929 Ney Avenue
Oakland, CA 94605

Position: Principal
Telephone: 510-879-1440
Email: rocquel.colbert@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/22/2019

The District Governing Board approved this revision of the SPSA on: 6/26/2019

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

2019-2020 School Plan for Student Achievement Recommendations and Assurances

School Site: Parker Elementary School

Site Number: 144

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

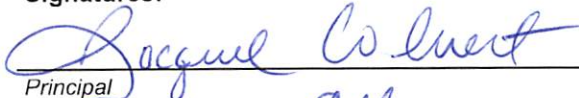
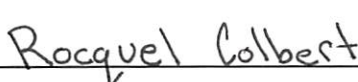
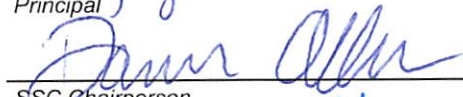
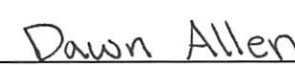
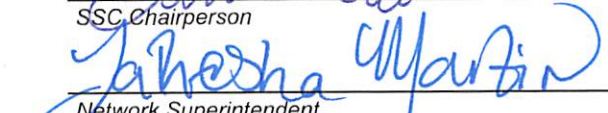
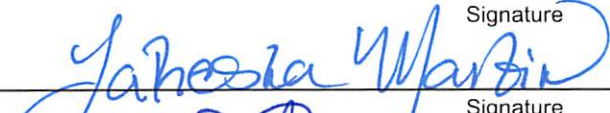


1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School 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 School 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 School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5.22.19

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:

 Principal	 Signature
 SSC Chairperson	 Signature
 Network Superintendent	 Signature
 Officer, State and Federal Programs	 Signature

May 22, 2019
Date
5/22/19
Date
5/23/19
Date
5/23/19
Date

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/10/2018	School Site Council Meeting	SPSA Data Review and Planning
2/20/2019	School Site Council Meeting	SPSA Approval of 2019-2020 Title I Spending
12/17/2018	Staff Meeting	SPSA Planning
3/11/2019	Staff Meeting	SPSA Title I Additional Funding
1/22/2019	Instructional Leadership Team	SPSA Planning. Title I / Title IV / SSC Feedback
2/12/2019	Parent Meeting	Title I, Title IV Review & Spending
2/19/2019	Instructional Leadership Team	SSC vote on Title I / Title IV fund spending for 2019-2020
5/22/19	School Site Council Meeting	Review and Adoption of SPSA

2019-2020 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$239,162.04
Total Federal Funds Provided to the School from the LEA for CSI	\$153,111.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$699,964.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$84,428.51	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$36,442.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,622.53	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$195,886.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$25,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$153,111.00	TBD	After School Education and Safety Program (ASES #6010)	\$140,730.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$42,408.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$239,162.04	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$470,839.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$710,001.04
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS	
1A: ABOUT THE SCHOOL	
School: Parker Elementary School	School ID: 144
School Description	
<p>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.</p>	
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.

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
-Student Scholastic Reading Inventory, (SRI) scores of students meeting grade level have increased by 1.3 % as of 10/18.	100% of teachers have been trained in implementation of Readers Workshop and the Minilesson during professional development sessions.
K-2 classrooms: (Fall 18) 29% of students reading at or above grade level on F & P assessments compared to last year.	K-2 classroom teachers receive literacy coaching and support from full time Teacher on Special Assignment (TSA) Literacy Coach.

27% of grade 4 students are near or meeting grade level math standards.	Staff have high capacity in math instruction.
Staff is building their capacity to improve climate and culture in the classroom by participating in (4) professional development sessions on various topic including: Trauma-Aligned Classroom Management, Tier I/Tier II MTSS Behavior Interventions, COST Tiered Interventions, and Mindfulness and Grounding for Classrooms. 100% of staff have participated in professional development around Tier I and Tier II behavior interventions and completed the PBIS classroom self assessment tool.	100% of staff have participated in professional development around Tier I and Tier II behavior interventions and completed the PBIS classroom self assessment tool.
Priority Challenges	Root Causes of Challenges
High chronic absenteeism rate of 27.3%.	We serve a low economic community and we have a high percentage of students that are below grade level.
Parker continues to serve a high number of Tier 3 students. As of March, 2019, there have been 248 Office Referrals to manage behaviors.	Parker continues to serve a high number of Tier 3 students, which impacts the classroom learning and resources; Poverty, family instability, grief, and loss are issues in our community which impact student learning. We have some homeless families, which impacts their attendance. A background of trauma is manifested in an escalation of student behavior.
<p>-83% of our students were standard on SBAC math <i>(Spring 2017)</i>.</p> <p>-84% of our Low Income students were below standard on SBAC math <i>(Spring 2017)</i>.</p> <p>-81% of our Middle School students were below standard on SBAC math <i>(Spring 2017)</i>.</p> <p>-85% of our AA Middle School students were below standard on SBAC Math <i>(Spring 2017)</i>.</p>	Teachers are still building their capacity with Common Core standards and delivering rigorous instruction. Parker continues to serve a high number of Tier 3 students, which impacts the classroom learning and resources.
<p>-74% of our students were below standard on SBAC ELA <i>(Spring 2017)</i>.</p> <p>-75% of our Low Income students were below standard on SBAC ELA <i>(Spring 2017)</i>.</p> <p>-68% of our Middle School students were below standard on SBAC ELA <i>(Spring 2017)</i>.</p> <p>-63% of our AA Middle School students were below standard on SBAC ELA <i>(Spring 2017)</i>.</p>	Teachers are still building their capacity with Common Core standards and delivering rigorous instruction. Parker continues to serve a high number of Tier 3 students, which impacts the classroom learning and resources.

72% of our ELL students were below standard on SBAC ELA and 84% of our ELL students were below standard on SBAC Math.	Teachers are still building their capacity with delivering ELL instructional strategies, Common Core standards, and rigorous instruction. Parker continues to serve a high number of Tier 3 students, which impacts the classroom learning and resources.
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1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District goal, identify a related school goal and set 19-20 school targets. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column B based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	Parker will decrease the number of students with chronic absenteeism by 10%.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	50.71%	55.70%	60.70%
Suspensions	African-American Students	-2pp	8.91%	6.90%	4.90%
Suspensions	Students with Disabilities	-2pp	7.69%	5.69%	3.69%
Chronic Absence	African-American Students	-2pp	18.53%	28.70%	26.70%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	Using standards based instruction, Parker will increase the percentage of students at or above grade level to 50% based on SBAC data				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-65.9	-50.5	-35.5
ELA SBAC	Students with Disabilities	+20 points DF3	-129.3	-109.3	-89.3

ELA SBAC	African-American Students	+20 points DF3	-65.6	-45.6	-25.6
<i>District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)</i>					
School Goal:	Using standards based instruction, Parker will will increase the percentage of students who are at or above grade level to 50% based on SBAC data.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-76.8	-61.3	-46.3
Math SBAC	Students with Disabilities	+20 points DF3	-148	-128	-108
Math SBAC	African-American Students	+20 points DF3	-88.8	-68.8	-48.8
<i>District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)</i>					
School Goal:	Using ELD and best instructional practices, Parker will reach a goal of 25% for our EL students reaching reclassification.				
Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	2.33%	16.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	0.00%	20.00%	20.00%
<i>District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)</i>					
School Goal:	Using Balanced Literacy framework, Parker will increase the percentage of students at or above grade level to 50%. Measured by SRI data.				
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	40.77%	32.70%	37.70%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	47.67%	39.60%	34.60%

K at or above Benchmark	All Kindergarten Students	+5pp	36.11%	41.11%	46.11%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	35.71%	40.71%	45.71%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Each California school identified for CSI or ATSI must complete an analysis of resource inequities. Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment.

Our students do not have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state. With regards to funding access, the demographics of our school community population do not allow for additional funding and donations often provided by Parent/Teacher groups (PTA). With these funds schools are often able to purchase tutors, instructional coaches, social workers, counselors, and other supports to supplement student academic support. In addition, our site has had funding reductions due to under enrollment. With regards to equitable access to effective and experienced teachers, historically the most highly qualified and experienced teachers tend to choose schools located in areas with higher socio-economic status and resources. The depth of needs of schools located in these areas demand more time and attention. Academic opportunities have been limited due to funding access to purchase licenses and software for more academic intervention & support, the shortage of staff available to do small group instruction to work on skill deficits and build student literacy skills.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

School: Parker Elementary School		SPSA Year Reviewed: 2018-19		SPSA Link: 18-19 SPSA	
2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)					
18-19 Language & Literacy Priority:		Literacy			
June 2021 Language & Literacy Goal:		Using Balanced Literacy framework, Parker will increase the percentage of students at or above grade to 50%. Based on the SRI data.			
Theory of Change for Language & Literacy:		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).			
Student Performance Indicator:		Student Group:		17-18 EOY Target:	17-18 EOY Actual:
SRI		All Students		31.0%	26.40%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.					
Parker made a curriculum shift in September from Core Knowledge to Units of Study. Teacher professional development has focused on gaining an understanding of the curriculum and implementation. Parker has a Literacy Coach provided by a grant for grades K-2 which provides targeted coaching, modeling, and instructional support for students and teachers in those grades. In addition, teachers and principal attend professional development on literacy and best practices. Principal provides ongoing observations and feedback on instruction to teachers.					
What evidence do you see that your practices are effective?					
More teachers are comfortable using the curriculum due in part to additional training and support provided by our network ELA					
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.					
A higher percentage of students will read at or above grade level compared to last school.					
18-19 Standards-Based Instruction Priority:		Mathematics			
June 2021 Standards-Based Instruction Goal:		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.			

Theory of Change for Standards-Based Instruction:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC Math	All Students	-41.4	-76.8
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Teachers and principal participate in ongoing professional development on standards-based math instruction and best practices. Principals			
What evidence do you see that your practices are effective?			
Teachers have participated in Eureka Math Training and ELA Professional Learning on Units of Study in Reading and Writing. Staff have participated in PBIS and Trauma Informed Practices. Grades K-2 have participated in extensive training on phonics instruction through SIPPS. We have seen modest gains in SRI compared to other years and the CORE Phonics Surveys conducted in grades K-2 are showing good progress for most students. We are continuing to struggle with high chronic absenteeism and suspension rates.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
We are adding an additional TSA for instructional coaching and intervention. We are also adding a school social worker for working with students and families to decrease our chronic absenteeism rate and suspension rate.			
18-19 Conditions for Student & Adult Learning Priority:	Health & Wellness		
June 2021 Conditions for Student & Adult Learning Goal:	Engaging parents and students, Parker will decrease the percentage of children that fall under chronic absence by 10%.		
Theory of Change for Conditions for Student & Adult Learning:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	All Students	12.4%	25.20%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
One to One Principal-Teacher engagement meetings; ongoing whole staff data analysis review of referral, suspension, and attendance data; Ongoing Staff Professional Development on PBIS Tiered Intervention Supports; (ILT) Teacher to teacher classroom management observations and feedback; climate/culture school wide expectation assemblies.			
What evidence do you see that your practices are effective?			
Teacher leader active support in promoting schoolwide positive climate and culture.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
Decrease in URF/referral data.			
18-19 Conditions for English Language Learners Priority:	EL Reclassification		
June 2021 Conditions for English Language Learners Goal:	Using ELD and best instructional practices, Parker will reach a goal of 25% for our EL learners.		
Theory of Change for Conditions for English Language Learners:	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.		
Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
English Learner Reclassification	All Students	22.0%	2.33%
Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Our site shifted our ELA curriculum from Core Knowledge to Units of Study in September of 2018.			
What evidence do you see that your practices are effective?			
More teachers are comfortable using the curriculum due in part to additional training and support provided by our network ELA Coordinator.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
A higher percentage of students will be reclassified compared to last school year.			
DEPARTURE FROM PLANNED 18-19 SPSA BUDGET			

Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?

There were no major budget changes this year.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Parker Elementary School

School ID: 144

3: SCHOOL STRATEGIES & PRACTICES

[Click here for guidance on SPSA practices](#)

District Strategy: Building **CONDITIONS FOR STUDENT AND ADULT LEARNING**

School Priority ("Big Rock"):	Chronic Absenteeism and Attendance Rates		
School Theory of Change:	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.		
Related School Goal(s):	Parker will decrease the number of students with chronic absenteeism by 10%.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	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	Evidence would include quarterly absenteeism rate data, staff professional development sessions, and observation/learning walk logs.
1-2	T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	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	Learning walks conducted by principal and coach will show 100% of classrooms teaching SEL and Toolbox curriculum. URF Referrals to the office will decrease by at 25%.

1-3	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. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including SPED, homeless and foster youth.	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of three family engagement workshops	Sign-In sheets from professional development sessions and parent workshop sessions.
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District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority ("Big Rock"):	Improve Mathematics Instruction
School Theory of Change:	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.
Related School Goal(s):	Using standards based instruction, Parker will increase the percentage of students who are at or above grade level to 50% based on SBAC data.
Students to be Served by these Practices	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
2-1	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic state standards, and progress monitor student learning through multiple forms of authentic assessment to determine mastery.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	Learning walks conducted by principal and coach will show teacher use of high DOK level questioning, use of complex texts, and students tasks with writing with evidence. Assessment results will show increased levels of proficiency and standards met in ELA and math.
2-2	T2: Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities.	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	Assessment results will show increased levels of proficiency and standards met in ELA and math for student previously performing below standard.

2-3	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).	L6: Principal and Leadership Team develops, monitors and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Sign-In sheets from professional development sessions and teacher logs from PLC sessions.
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District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	Literacy		
School Theory of Change:	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).		
Related School Goal(s):	Using standards based instruction, Parker will increase the percentage of students at or above grade level to 50% based on SBAC data Using Balanced Literacy framework, Parker will increase the percentage of students at or above grade level to 50%. Measured by SRI data.		
Students to be Served by these Practices	All Students		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations.	Principal and Early Literacy Coach provide teachers with a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy based on the Early Literacy Cohort curriculum and best practices.	Data collected on reading level progress measured by running record. Data collected during learning walks. Student articulation of reading level and reading goals.
3-2	T2: Teachers to build their content knowledge around research-based early literacy practices (including targeted and resourced intervention) and assessments to accelerate student growth.	L5: Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	Teacher professional development exit ticket surveys. Data collected during learning walks. Sign-In sheets from professional development sessions and teacher logs from PLC sessions.

3-3	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards for gifted and talented (GATE) students who have met standards.	L1: Principal and LeadershipTeam observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	Learning walks conducted by principal and coach will show teacher use of high DOK level questioning, use of complex texts, and students tasks with writing with evidence. Assessment results will show increased levels of proficiency and standards met in reading.
3-4	T1: Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards.	L1: Principal and LeadershipTeam observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	Learning walks conducted by principal and coach will show teacher use of high DOK level questioning, use of complex texts, and students tasks with writing with evidence. Assessment results will show increased levels of proficiency and standards met in reading.

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	EL Reclassification		
School Theory of Change:	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.		
Related School Goal(s):	Using ELD and best instructional practices, Parker will reach a goal of 25% for our EL students reaching reclassification.		
Students to be Served by these Practices	English Language Learners		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION

4-1	Teachers provide Integrated ELD that provides EL students with appropriate scaffolds in content area instruction; intentionally develops students' academic language and literacy specific to each discipline (language of math, science, history, etc.); uses ample oral and written production of language; and intentionally incorporates academic discussion, use complex text, and writing into content-area instruction.	L6: Principal and Leadership Team develops, provide, monitor and adjusts a differentiated professional development plan based on teacher observations, feedback, and student data.	Learning walks conducted by principal and Leadership Team will show teacher use of noted best practices of ELD instruction. Increase in mid-year Scholastic Reading Inventory (SRI) performance by ELLs.
4-2	Teachers provide English Language Learners and new comers with access to and engagement in the academic demands of Common Core State Standards.	L1: Principal and Leadership Team observe and provide specific, timely feedback on the implementation of standards aligned task and assessments of student learning.	Learning walk observed use of explicit vocabulary instruction and use of academic language, Reading and Writing Workshop, Close Reading and Shared Reading of Complex Text, Guided Reading and Small Group Instruction through differentiation in small groups and scaffolding.
4-3	T4: Teachers engage families, particularly economically disadvantaged students in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning, particularly with newcomer populations..	L4: Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	Number of site offerings of parent engagement opportunities, including workshops, parent-teacher conferences, and community meetings.

PROPOSED 2019-20 SCHOOL SITE BUDGET
Site Number: 144
School: Parker Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$140,730.00	After School Education & Safety (ASES)	Contract with Higher Ground	Goal 6: Parents and families are engaged in school activities.		n/a		n/a		T2: Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities.	144-1
\$4,600.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Overall support for academic and social-emotional practices	144-2
\$1,018.00	General Purpose Discretionary	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-3
\$11,225.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries		n/a	0.40	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	144-4
\$3,600.00	General Purpose Discretionary	Substitutes	Goal 2: Students are proficient in state academic standards.		n/a		n/a		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).	144-5
\$16,000.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.		n/a		n/a		Overall support for academic and social-emotional practices	144-6
\$11,529.00	LCFF Concentration	Senior Library Clerk	Goal 3: Students are reading at or above grade level.		n/a		n/a	0.30	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-7

\$13,471.00	LCFF Concentration	Site Licenses for Instructional Technology	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-8
\$5,000.00	LCFF Supplemental	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-9
\$3,328.00	LCFF Supplemental	EEIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.05	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-10
\$7,500.00	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.20	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-11
\$7,720.00	LCFF Supplemental	Technology	Goal 2: Students are proficient in state academic standards.	4410	Equipment < \$5,000		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-12
\$10,000.00	LCFF Supplemental	Extended Contracts/Stipends	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		Principal and Early Literacy Coach provide teachers with a variety of evidenced based collaborative professional development opportunities to sharpen their knowledge of content and pedagogy based on the Early Literacy Cohort curriculum and best practices.	144-13
\$16,000.00	LCFF Supplemental	Eureka math	Goal 2: Students are proficient in state academic standards.	5826	External Work Order Services		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-14

\$30,000.00	LCFF Supplemental	Playworks or HEROES Contract	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		T3: Teachers implement explicit instruction that promotes the social emotional competencies that connect across students' identity, experience and is inclusive of student voice.	144-15
\$47,632.00	LCFF Supplemental	PT Social Worker	Goal 5: Students are engaged in school every day.		n/a		n/a	0.50	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. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including SPED, homeless and foster youth.	144-16
\$68,757.00	LCFF Supplemental	TSA	Goal 2: Students are proficient in state academic standards.		n/a		n/a	1.00	L2: Principal and Leadership Team observe and provide timely feedback on evidence based differentiated instruction and prioritize professional development as needed	144-17
\$2,000.00	Measure G1	Books other than textbooks	Goal 3: Students are reading at or above grade level.	4200	Books other than Textbooks		n/a		T2: Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities.	144-18
\$2,000.00	Measure G1	Student Incentives	Goal 5: Students are engaged in school every day.		n/a		n/a		T4: Teachers engage families, particularly economically disadvantaged students in a variety of ways around student achievement, grade level standards and specific strategies to support academic and social emotional learning, particularly with newcomer populations..	144-19

\$38,408.00	Measure G1	Contracts	Goal 5: Students are engaged in school every day.		n/a		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-20
\$19,215.00	Measure G	Senior Library Clerk	Goal 3: Students are reading at or above grade level.		n/a		n/a	0.50	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-21
\$1,067.00	Measure G	Books, Other Than Textbooks	Goal 3: Students are reading at or above grade level.		n/a		n/a		T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-22
\$1,141.00	Title I: Basic	Teacher Extended Contracts	Goal 2: Students are proficient in state academic standards.	1122	Certificated Teachers' Salaries: Extra Compensation		n/a		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).	144-23
\$37,894.00	Title I: Basic	Academic intervention STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.80	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-24
\$45,395.00	Title I: Basic	STIP: Student intervention support, and classroom coverage during PLC	Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries		n/a	1.00	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-25

\$900.00	Title I: Parent Participation	Parent Workshops	Goal 6: Parents and families are engaged in school activities.	5825	Consultants		n/a		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. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including SPED, homeless and foster youth.	144-26
\$323.00	Title I: Parent Participation	Clerical Overtime for Childcare	Goal 6: Parents and families are engaged in school activities.	2422	Clerical Salaries: Extra Compensation		n/a		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. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including SPED, homeless and foster youth.	144-27
\$400.00	Title I: Parent Participation	Refreshments	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		n/a		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. We will invite PBIS/Behavioral partners to present PDs to all staff on classroom interventions and de-escalation strategies to support all students, including SPED, homeless and foster youth.	144-28

\$108,111.00	Comprehensive Support & Improvement (CSI) Grant	An instructional coach for grades 3-5 to provide coaching, lesson demonstrations, and professional development in ELA and math.	Goal 2: Students are proficient in state academic standards.	1119	Certificated Teachers on Special Assignment Salaries		n/a	1.00	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).	144-29
\$45,000.00	Comprehensive Support & Improvement (CSI) Grant	A full time STIP Teacher to provide classroom pull-out and push-in small group instruction to work on skill deficits in the areas of math and reading/writing.	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	1.00	T2: Teachers differentiate instruction for all students, based on evidence, regardless of current level of achievement.	144-30

**Title I School Parental Involvement Policy 2018-19**

(Blue fonts indicate an area that needs to be completed)

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 & Middle School agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title 1 Program.
 3. 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.
 4. The parents' right to participate in the development of the District's Title 1 Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

During our annual Back to School Night, we have a parent session and presentation on the Title I Program.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

We offer monthly SSC meetings in additional to quarterly parent workshops and parent meetings held in the evening.

- 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.
(In the box below, briefly describe or bullet how this happens at your school.)

Annual Back to Schol Night Title I session, monthly SSC meetings in additional to quarterly parent workshops and parent meetings held in the evening.



- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

This happens at the beginning of the school year at Back to School Night during the Title I parent session.

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

This happens at the beginning of the school year at Back to School Night during the Title I parent session.

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

This happens at the beginning of the school year at Back to School Night during the Title I parent session and presentation.

School-Parent Compact

(Name of school) **Parker** :

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. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.

**Building Parent Capacity for Involvement**(Name of school) **Parker**:

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.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress

(In the box below, briefly describe or bullet how this happens at your school.)

This happens at the beginning of the school year at Back to School Night during the Title I parent session and presentation.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

(In the box below, briefly describe or bullet how this happens at your school.)

This happens at the beginning of the school year at Back to School Night during the Title I parent session and presentation.

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

(In the box below, briefly describe or bullet how this happens at your school.)

This happens at the beginning of the school year at Back to School Night during the Title I parent session and presentation. In addition, we communicate this messaging in our weekly parent newsletter/bulletin and weekly phone messages to parents.



- 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.

(In the box below, briefly describe or bullet how this happens at your schools.)

This happens at the beginning of the school year at Back to School Night during the Title I parent session and presentation. In addition, we communicate this messaging in our weekly parent newsletter/bulletin and weekly phone messages to parents.

- 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.

(In the box below, briefly describe or bullet how this happens at your school.)

This happens at the beginning of the school year at Back to School Night during the Title I parent session and presentation. In addition, we communicate this messaging in our weekly parent newsletter/bulletin and weekly phone messages to parents.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

We hold monthly SSC meetings which all parents are invited through phone messages and weekly parent bulletin/newsletter. We also hold parent meetings and workshops sepearate from the SSC.

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.

(In the box below, briefly describe or bullet how this happens at your school.)

We hold monthly SSC meetings which all parents are invited through phone messages and weekly parent bulletin/newsletter. We also hold parent meetings and workshops sepearate from the SSC.



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

This policy was adopted by the (Name of School) Parker School Site Council on (Date) 12/10/18 and will be in effect for the 2018-19 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) 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.

Maquell Colbert
(Principal's Signature)

12/5/18
(Date)

Parker

School Name

Elementary School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



STATE AND FEDERAL PROGRAMS

2018-2019

School Site Council Membership Roster – Elementary

School Name: **Parker Elementary School**

Chairperson : Dawn Allen

Vice Chairperson:

Secretary: Shaniece Broach

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Rocquel Colbert	x			
Roberto Lascon		x		
Martha Balasubramanian		x		
Gail Wooley		x		
Shaniece Broach			x	
Gloria Garcia				X
Dawn Allen				X
Michaela Ortiz				X
Dejanae Mlainich				X
Veronica Ramirex				X

Meeting Schedule
(day/month/time)

3rd Wednesday of each month @ 1:30pm

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