

Board Office Use: Legislative File Info.	
File ID Number	20-1524
Introduction Date	8/26/20
Enactment Number	20-1280
Enactment Date	8/26/2020 er



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

Memo

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Parker Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Parker Elementary School
CDS Code: 1612596002091
Principal: Rocquel Colbert
Date of this revision: 5/14/2020

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: 5/14/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 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 checked="" 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 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:

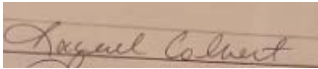

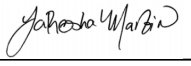

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material 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: 5/14/20

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

<input type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
---	---	--

Signatures:

Rocquel Colbert		5/14/2020
<i>Principal</i>	Signature	Date
Dawn Allen		5/14/2020
<i>SSC Chairperson</i>	Signature	Date
LaResha Martin		5/29/2020
<i>Network Superintendent</i>	Signature	Date
Lisa Spielman		5/29/2020
<i>Director, Strategic Resource Planning</i>	Signature	Date





2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/15/2020	School Site Council	Discuss SPSA Draft
2/12/2020	School Site Council	Review & Discuss SPSA Draft
2/24/2020	Instructional Leadership Meeting	Review & Discuss SPSA Draft
3/9/2020	Staff Meeting	Review & Discuss SPSA Draft & Budget
5/14/2020	School Site Council	Review & Discuss SPSA Draft
5/11/2020	Staff Meeting	Review & Discuss SPSA Draft
5/14/2020	School Site Council	Vote to Approve SPSA and Budget

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$91,200.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$527,411.00

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)	\$89,280.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$16,005.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,920.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$204,000.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$24,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$152,599.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$39,607.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$91,200.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$436,211.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$527,411.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL 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 arrears (Math and English Language Arts). Our curriculum is aligned with Common Core Standards. We strive to inspire our students to explore the world around them by creating a safe environment so students can appreciate education. Differentiated learning helps all children gain the tools, skills, and resources necessary to understanding and be successful members of society as they grow, mature, and develop.

Parker is a 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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<p>Participation rates for the Reading Inventory increased by 9% compared to last year. Student performance growth rates from Fall to Mid-Year on the Reading Inventory have also increased by 6% from last year to this year. We experienced a 16.6% increase in the number of students who moved from the "below standard" to "near standard" performance band. The percentage of students with "satisfactory/green" attendance rates increased by 34.5% this year compared to last year. The percentage of students with "severe chronic absenteeism/red" decreased by 5.9% compared to last school year.</p> <p>The number of suspensions at the half-way point this school year are $\frac{1}{3}$ less than they were for the entire year last year: (7) current (2020-2021), compared to (25) for the entire year last school (2019-2020). Observed classroom instruction is common core-aligned. Partnership with Kindergarten to College program provides parent and classroom workshops on college preparation.</p>	<p>*This school year (2019-2020), our budget allowed us to hire (3) STIP subs. For classroom push-in and pull-out intervention and support. This school year, we were also able to hire an Instruction Coach to support new teachers in grades 3 & 5.</p> <p>*The addition of (2) additional monthly minimum days on Tuesdays have enabled our PLCs and additional PD sessions to take place. Weekly teacher professional development and professional learning communities; college/career readiness infused in school climate & culture. Common core aligned curriculum & instruction; kindergarten to college partnership activities.</p>

<i>Focal Student Supports</i>	<p>-Student completion rates on SRI (RI) have improved by 14.8% this year, compared to last school year. On BOY data this year students in grades 6-8 have a higher percentage of above grade level performance (18.2%) compared to (16.9%). Small group instruction, presence of visual references & supports, push in and pull out intervention for students.</p> <p>-Our annual Tiered Fidelity Inventory indicates a 51% increase in the percentage of current staff who have knowledge of school wide expectations and who use Parker Scholar Dollars to provide academic and behavior incentives for student performance. We experienced a 66% increase in the percentage of staff who explicitly teach the schoolwide expectations.</p>	<p>The addition of (2) additional monthly minimum days on Tuesdays have enabled our PLCs and additional PD sessions to take place. Weekly teacher professional development and professional learning communities; college/career readiness infused in school climate & culture. Common core aligned curriculum & instruction; kindergarten to college partnership activities. Targeted data analysis, reflection, and instructional planning around targeted student support and intervention.</p>
<i>Student/Family Supports</i>	<p>Students receive socio-emotional wellness support, including individual and group counseling, daily classroom routines, schoolwide assemblies, and morning announcement include teaching & practice of Tool Box emotional support tools, school Social Worker provides case management, SST meetings, and facilitates COST meetings to refer students for services and support. We also offer food bank services for families. In addition, Our Tiered Fidelity Inventory this year indicates 96% of our students have knowledge of schoolwide expectations compared to 72% last school year. 100% of students surveyed were familiar with the terms associated with school expectations and 100% could explain them at home. 81% of students surveyed report they have a caring adult. 100% of students surveyed were knew the schoolwide social-emotional curriculum and practices (Tool Box).</p>	<p>This school year we established strong Attendance, PBIS, and COST committees that meet, plan, implement goals regularly. Priority budgeting for socio emotional support for students; intentional scheduling of more family engagement activities; partnership with district and community services.</p>

<i>Staff Supports</i>	Weekly professional development and professional learning community time for staff collaboration and instructional planning; regular teacher observation and feedback; we offer staff team building retreats to build staff morale and positive relationships; regular staff appreciations and celebrations.	Absenteeism can lead to gaps in instruction and learning. With many new staff members, it is a challenge to train new teachers to deliver Tier 1 Instruction. Instructional coaches and other support staff (STIP Teachers) play an essential role in supporting the principal in providing coaching and guidance to support teachers with the delivery of strong instruction.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Rate of chronic student absenteeism; student literacy rates	Absenteeism can lead to gaps in instruction and learning. It is a challenge to train many new teachers on Tier I instruction.
<i>Focal Student Supports</i>	Student absenteeism rates, student literacy rates	Gaps in learning due to missed school; socio-economic needs of the community, and poverty. In addition, we need to improve training and quality of instruction provided to our English Language Learners.
<i>Student/Family Supports</i>	Refusal of support and services; lack of adequate funding for student and family supports	Socio-economic needs of the community; poverty, lack of access to community supports. In addition, there's a need to improve our parent/guardian participation in our scheduled School Site Council (SSC), Site English Language Learners Subcommittee (SELLS), and parent trainings.
<i>Staff Supports</i>	Teachers need further guidance and training on appropriate use of the URF form. Additional training needed on Tier I student support and intervention. Staff turnover; limited teacher support and training from the central office.	Staff turnover; limited teacher support and training from the central office.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:		Parker will increase the number of students performing near or above standard on SBAC by 10%.			
Instructional Focus Goal: All students experience success in the early years.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	15.4%	n/a	50.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	31.6%	n/a	55.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-59.4	n/a	-44.4
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	32.1%	n/a	45.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	-94.2	n/a	-79.2
CAST (Science)	All Students	TBD	8.6%	n/a	25.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)					
School Goal for May 2023:		Using standards based instruction, Parker will increase the number of focal students near standard and at standard by 15%.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-122.8	n/a	-102.8
SBAC ELA	African-American Students	+20 points DF3	-72.9	n/a	-52.9
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	45.5%	n/a	40.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-154.6	n/a	-134.6
SBAC Math	Low Income Students	+20 points DF3	-94.8	n/a	-74.8
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	3.9%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	9.1%	n/a	20.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:		Parker will increase student and family engagement opportunities by 15%.			
Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	48.6%	n/a	65.0%
Suspensions	All Students	-2pp	5.6%	n/a	5.0%
Suspensions	African-American Students	-2pp	9.2%	n/a	6.0%
Suspensions	Students with Disabilities	-2pp	9.6%	n/a	3.0%
Chronic Absence	All Students	-2pp	49.2%	n/a	20.0%
Chronic Absence	African-American Students	-2pp	46.8%	n/a	20.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.					
School Goal for May 2023:		Parker will increase Tier I and Tier II intervention training by 10%.			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Tier I Intervention Training	All Teachers	n/a	n/a	n/a	+10%

Tier II Intervention Training	All Teachers	n/a	n/a	n/a	+10%
-------------------------------	--------------	-----	-----	-----	------

1D: IDENTIFIED NEED

Instructions: 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

Instructions: 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. How might inequities affect your school programs, and how might you mitigate this impact?

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Parker Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Literacy	
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:	Using standards based instruction, Parker will increase the percentage of students at or above grade level to 50% based on SBAC data
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
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. Professional learning communities meet weekly and focus on data analysis and instructional planning, collaboration and sharing of best practices. 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?	
Improved letter naming and phonemic awareness performance of K-2 students; improved performance on IAB assessments.	
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.	
Professional learning communities will focus more time on data reflection and next step practices. Increased observation and coaching of K-2 teachers in the early literacy cohort by 20%.	
19-20 Standards-Based Instruction Priority: Improve Mathematics Instruction	
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:	Using standards based instruction, Parker will increase the percentage of students who are at or above grade level to 50% based on SBAC data.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Increased professional development and training on common core math standards and key standards; articulation and alignment of math key standards from K-8; provided Eureka Math training by Eureka Math staff.	
What evidence do you see that your practices are effective?	

Reported improved understanding and clarity around Eureka Math instruction.	
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.	
Continue with the implementation of Eureka Math and training provided by Eureka Math, continue with PLC planning	
19-20 Conditions for Student & Adult Learning Priority: Chronic Absenteeism and Attendance Rates	
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:	Parker will decrease the number of students with chronic absenteeism by 10%.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
This school year we established strong Attendance, PBIS, and COST committees that meet, plan, implement goals regularly. 25% increase in student & family engagement activities; increase in student and classroom rewards and incentives for students with improved attendance.	
What evidence do you see that your practices are effective?	
The percentage of students with "satisfactory/green" attendance rates increased by 34.5% this year compared to last year. The percentage of students with "severe chronic absenteeism/red" decreased by 5.9% compared to last school year.	
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.	
Repeat of effective strategies; retention of teaching and staff members to support committee work.	
19-20 Conditions for English Language Learners Priority: EL Reclassification	
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:	Using ELD and best instructional practices, Parker will reach a goal of 25% for our EL students reaching reclassification.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Central office training on newcomer and English Language Learner instructional practices; Push in and pull-out small group academic support; establishment of a Site English Language Learner Subcommittee (SELLS) for parents. Provided training to SELLS parents on the reclassification process.	
What evidence do you see that your practices are effective?	

Newcomer and ELL students use English and academic language at an increased rate in the classroom.
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.
20% increase in the number of professional development sessions provided to staff
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?
No changes made to spending for 19-20 SPAS proposed budget.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Parker Elementary School			School ID: 144	
3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices				
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	Reduce referrals and chronic absenteeism 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 Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	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.	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.	Evidence would include a decrease in quarterly absenteeism rate data and reduction of referrals. Frequency of staff professional development sessions, and observation/learning walk logs.	Student absenteeism rates, student literacy rates

1-2	Teachers promote positive classroom climate & culture that involves teaching of social-emotional learning standards, explicit teaching and modeling of behavior expectations & school rules.	Principal and Leadership Team allocates time for strategic teacher-parent engagement, family engagement activities and ensures a minimum of three family engagement workshops.	Meeting agenda, event programs & flyers, parent sign-in sheets.	Teachers need further guidance and training on appropriate use of the URF form. Additional training needed on Tier I student support and intervention. Staff turnover; limited teacher support and training from the central office.
1-3	Teacher implement consistent incentives and rewards program to promote positive behavior.	Establish strong Attendance, PBIS, and COST committees that meet, plan, implement goals regularly.	Committee meeting agendas, quarterly attendance reports, and professional development agendas.	Teachers need further guidance and training on appropriate use of the URF form. Additional training needed on Tier I student support and intervention. Staff turnover; limited teacher support and training from the central office.

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	Improve student performance in Mathematics			
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 Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	We will engage students in complex tasks in mathematics and offer supports through a focus on visual supports, math vocabulary, and math sentence frames to support math discussions	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 complex tasks, consistent use of visual models, math vocabulary instruction, and student use of sentence frames to support math discussion. Assessment results will show increased proficiency and increase in percentage of students performing at and near standards in math.	
2-2	Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities.	Principal and Leadership Team will provide regular professional development and PLC collaboration time to analyze student assessment data and plan intervention and student support.	Assessment results will indicate an increase in the percentage of students performing at or near standard on assessments; review of student exit tickets will reveal student understanding of	
2-3	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).	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.	

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 Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Students to be served by these actions:		<i>All Students</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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 and mastery tests. Data collected during learning walks. Student articulation of reading level and reading goals.	
3-2	Teachers to build their content knowledge around research-based early literacy practices (including targeted and resourced intervention) and assessments to accelerate student growth.	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	Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards for students who have met standards.	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 reading.	

District Strategy: Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):	Teacher Retention
--------------------------------------	-------------------

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 Goal(s):	Parker will increase teacher retention rates by 30%.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Teachers participate in staff retreats and conferences to provide collaboration, team-building, personalized coaching, professional development opportunities, and build resiliency..	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	C.A. Healthy Kids staff survey results will indicate increased job satisfaction and improved working conditions.	
4-2	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).	Principal and Leadership Team provides time for collaboration, sets and monitors instructional vision and expectations for an effective professional learning community.	Frequency of coaching, professional development, and collaboration opportunities; training sign in sheets	

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 Goal(s):		Using integrated ELD and best instructional practices, Parker will reach a minimum goal of at least 25% of our English Language Learners reaching reclassification.		
Students to be served by these actions:		<i>English Language Learners</i>		
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	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.	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.	Rate of chronic student absenteeism; student literacy rates
5-2	Teachers provide English Language Learners and new comers with access to and engagement in the academic demands of Common Core State Standards.	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.	

5-3	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.	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 2020-21 SCHOOL SITE BUDGET
Site Number: 144
School: Parker Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Funds will pay for after school program staff who will provide academic support and enrichment to students in the program.	\$152,599	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations	144-1
Funds will pay for classroom and office supplies necessary to implement the instructional program.	\$16,005	General Purpose Discretionary	4309	Painting Supplies	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities.	144-2
Support staff and supplies to support student achievement.	\$14,812	LCFF Concentration	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities.	144-3
Library Tech to support student literacy	\$14,545	LCFF Concentration	2205	Classified Support Salaries	3183	Senior Library Clerk	0.24	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations	144-4
Social Worker to support school climate & culture	\$44,026	LCFF Supplemental	1205	Certificated Pupil Support Salaries	7125	Social Worker	0.50	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Establish strong Attendance, PBIS, and COST committees that meet, plan, implement goals regularly.	144-5
STIP Sub. to support student literacy and math performance.	\$11,794	LCFF Supplemental	1105	Certificated Teachers' Salaries	7126	STIP Teacher	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities.	144-6
TSA to support literacy and math instruction.	\$130,439	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	810	11-Month Classroom TSA	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Principal and Leadership Team will provide regular professional development and PLC collaboration time to analyze student assessment data and plan intervention and student support.	144-7

Purchase technology to support English Language Learners	\$18,642	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations	144-8
Supplies to support elective classes	\$492	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Teachers promote positive classroom climate & culture that involves teaching of social-emotional learning standards, explicit teaching and modeling of behavior expectations & school rules.	144-9
Library Tech to support student literacy	\$33,938	Measure G: Library	2205	Classified Support Salaries	3183	Senior Library Clerk	0.56	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations	144-10
Consultant contracts for elective classes	\$39,607	Measure G1	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	144-11
Intervention teacher	\$65,247	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	6255	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will engage students in complex tasks in mathematics and offer supports through a focus on visual supports, math vocabulary, and math sentence frames to support math discussions	144-12
Intervention teacher	\$17,691	Salesforce Principal Innovation Fund	1105	Certificated Teachers' Salaries	7126	STIP Teacher	0.30	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will engage students in complex tasks in mathematics and offer supports through a focus on visual supports, math vocabulary, and math sentence frames to support math discussions	144-13
Academic Tutors, Technology Specialist, Instructional coaching, staff development, and staff retention.	\$125,230	Salesforce Principal Innovation Fund	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers implement complex tasks (e.g. high DOK, use of complex texts, writing with evidence) aligned to common rigorous academic standards for students who have met standards.	144-14
STIP Sub. to support student literacy and math performance.	\$58,971	Title I: Basic	1105	Certificated Teachers' Salaries	7187	STIP Teacher	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities.	144-15

STIP Sub. to support student literacy and math performance.	\$29,486	Title I: Basic	1105	Certificated Teachers' Salaries	7126	STIP Teacher	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers differentiate instruction for all students, including low performing students based on evidence, regardless of current level of achievement, including extended learning opportunities.	144-16
Technology to support focus students with additional support.	\$1,787	Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	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.	144-17
Parent trainings and hospitality for parent engagement activities.	\$1,920	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Principal and Leadership Team allocates time for strategic teacher-parent engagement and ensures a minimum of two family engagement workshops.	144-18
Technology to support English Language Learners	\$6,000	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide explicit Early Literacy instruction in all K-2 classrooms, particularly for African-American, Latino students, and Newcomer populations	144-19



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools. Inspiring Students.

Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

Parker

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Title I parent meeting monthly School Site Council and SELLS meetings.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Title I parent meeting and monthly School Site Council, and SELLS meetings.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Title I parent meeting and monthly School Site Council, SELLS meetings, email and phone messages.

The school communicates to families about the school's Title I, Part A programs by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, email and phone messages.

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Title I parent meeting and monthly School Site Council, and SELLS meetings.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, email, and phone messages.

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, email, and phone messages.

■ OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Title I parent meeting and monthly School Site Council, and SELLS meetings.

- The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:
- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

The school provides support for parent and family engagement activities requested by parents by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Title I parent meeting and monthly School Site Council, SELLS meetings, weekly Parent newsletter, parent workshops, email, and phone messages.

Adoption

This policy was adopted by the (Parker Elementary & Middle School) School Site Council on (January 16, 2019) and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal
Rocquel Colbert

Signature of Principal
Rocquel Colbert



Date: 12/9/19

Please attach the School-Parent Compact to this document.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

Parker

2019-20

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic**

We use standards-aligned curriculum, strong Tier I instruction, differentiated instruction, and push-in & pull-out academic support interventions for students.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

We offer several opportunities for parent-teacher conference, including during the month of November and provide flexible dates and times for parent conference requests throughout the school year.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Parents receive quarterly reports on their student's academic status. In addition, state academic standards, assessment, and how to monitor and improve the achievement of their children are covered several times a year during the annual Title I meeting, during School Site Council meetings, and other parent trainings.

4) Provide parents reasonable access to staff.

Parents have access to staff by making an appointment for a conference, email and Talking Points communication methods.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

All parents are encouraged to volunteer in our classrooms and at the school. We have a Volunteer brochure created to provide a menu of volunteer opportunities and the process for how to get involved.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

This information is covered several times a year during the annual Title I meeting, during School Site Council meetings, and other parent trainings.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

We consistently encourage teachers to engage parents whenever possible. Staff welcomes parents to engage and participate in their student's education.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

We provide multiple methods of communication between family members and school staff, including: in-person conference, email and Talking Points phone communication.

Teacher Responsibilities

[This section is optional; schools may identify additional responsibilities for teachers.]

Examples:

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

Parent Responsibilities

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible. *[required]*
- Participate in decisions related to the education of my child. *[required]*

- Promote positive use of my child's extracurricular time. *[required—schools may define what this means for the particular school community—e.g., limiting television watching or video games, ensuring 30 minutes of reading, etc.]*
- *[Add other responsibilities at school's discretion]*

Student Responsibilities

[This section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]

Examples:

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the *(Parker Elementary & Middle School)* on *(12/16/19)*, and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before *(January 6, 2020)*.

Rozanne Colbert

Signature of Principal

12/16/19

Date


2019-2020
School Site Council Membership Roster – Elementary
School Name: Parker
Chairperson : Dawn Allen

Vice Chairperson: Dejanae Mlachinich

Secretary: Shaniece Broach

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Rocquel Colbert	x			
Dejanae Mlachinich				x
Janice Picket				x
Au'Jihnae Harris				x
Sandra Shapiro				x
Dawn Allen				x
Shaniece Broach			x	
✓ Dilia Salazar		x		
Gail Wooley		x		
James Timpson		x		

Meeting Schedule
 (day/month/time)

Third Wed of October of every month
SSC Legal Requirements (EC Sections 65000-65001):

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 except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
 3 Classroom Teachers
 1 Other Staff
AND
 5 Parents/Community Members