

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 26, 2013

**To:** Board of Education

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

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

**Action Requested:**

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

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

**State Programs**

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

**Federal Programs**

- Title I, Part A

**Recommendation:**

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



## **Community Schools Strategic Site Plan**

***Single Plan for Student Achievement***

**School: Crocker Highlands Elementary**

**6001754**

**School Year: 2013-2014**

# COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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## COMMUNITY SCHOOLS STRATEGIC SITE PLAN

### Superintendent's Letter

Dear OUSD Staff, Parents, and Community Members:

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

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

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



# COMMUNITY SCHOOLS STRATEGIC SITE PLAN

## Context & Vision

### OUSD

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

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

### GOAL AREAS:

Every student in the Oakland Unified School District will:

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

The Oakland Unified School District will:

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

### SCHOOL SITE

#### CONTEXT

Crocker Highlands is a K-5 school located in the Trestle Glen neighborhood in Oakland. We have 420 students and project that our enrollment will grow with the recently expanded boundaries. Our current staff of 17 teachers is highly experienced with an average of 18-20 years experience. The school has met AYP and AMO requirements of the No Child Left Behind Act. We also have an Asperger's Inclusion Program, and therefore have one full-time inclusion teacher on site. Our school has a very active PTA with a mission of supporting the school's efforts in achieving equitable outcomes for all students. The teachers at Crocker Highlands are experienced, dedicated, and talented. They employ a variety of teaching strategies including whole class and small group instruction. We strive to meet each student where he/she is and move them forward in their academic and social development. With the aide of parent classroom volunteers and a broad range of PTA-funded enrichment programs, students receive a well-balanced and integrated curriculum of language arts, mathematics, history/social studies, science, physical education, technology, and visual and performing arts. In addition to the district-adopted curriculum, Crocker Highlands is constantly seeking to enhance classroom learning. Supplemental materials are used and field trips are taken to enhance student learning.

#### VISION

The vision of Crocker Highlands is to cultivate a vibrant learning community where all children achieve their full academic potential, develop a love of learning, discover their unique gifts and talents, and become thoughtful participants in school and community. Our learning focus is on the 21st Century skills of creativity, collaboration, communication and critical thinking.

## Accountable for Quality: Ensuring Thriving Students and Healthy Communities

### Strategic Priority: The Accountability Plan

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

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

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

#### The School Accountability Plan

**School Site Council** At monthly meetings, the SSC will monitor the progress of the school according to indicators of success. The SSC will look at benchmark data and analyze indicators of success and make adjustments to strategies and support provided in order to improve progress. **Staff Monitoring of Benchmark Data and Internal Data** The classroom teachers will meet in PLCs and review benchmark data (OUSD and DIBELS) throughout the year on Wednesday PD sessions. They will look at student progress, identify students who need additional support, and refer students for intervention and special education testing. Teachers will also make outreach to families via Home Connection to build the connection between home and school. **PTA/SSC/Staff** These groups will review and assess the PTA-funded programs. A proposal process will be used for funding future programs, guaranteeing the portfolio of approved programs/committees will strive for a balance between benefitting those with the greatest need and broad impact for all students. A survey will be administered to staff, students and parents/caregivers assessing the impact of the programs on the students. **Caring School Community/Equity Committee** A survey will be created and administered during the school year to monitor the school culture and assess the needs of our students. **Staff** The staff will collaborate and reflect on the effective implementation of curriculum. They will evaluate the effectiveness based on CST scores and benchmark data. In the case that students' needs aren't being met, they will investigate programs, resources and personnel that can continue to support student learning.

## School Quality Indicator 1: Quality Learning Experiences for All Students

### Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

**School:** Crocker Highlands Elementary

**Principal:** ELIZABETH RHINE

#### From OUSD Strategic Plan:

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

#### District-level Goals

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

#### School Federal and State Academic Achievement Goals:

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

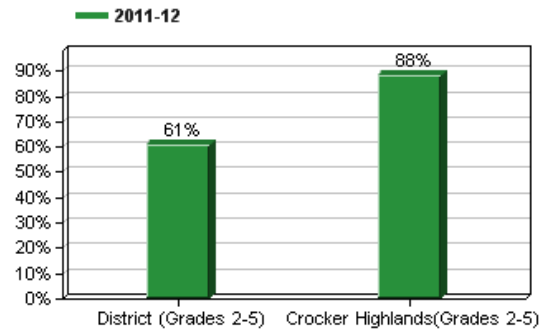
#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

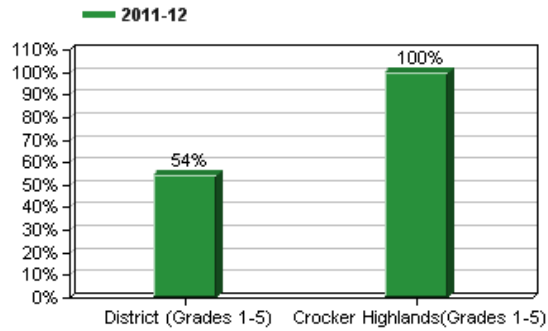
#### Benchmark

**ELA MidYear % At/Above BMark in Reading Comprehension**



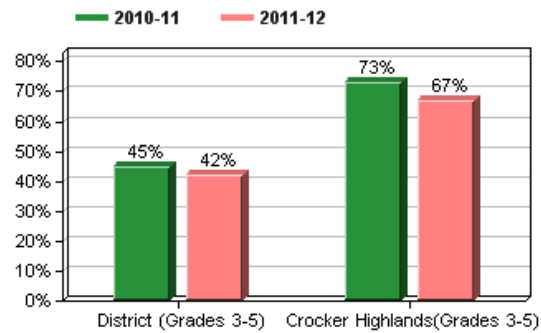
**CELDT**

**% Growth in CELDT 2 Year Cohort Growth Report**

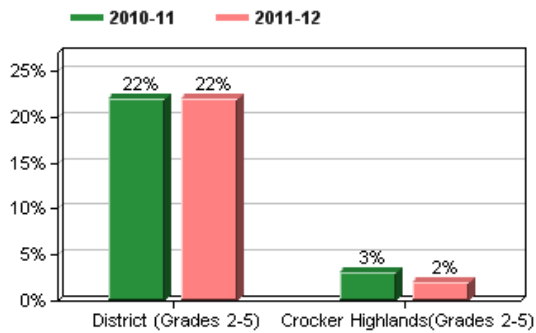


**CST**

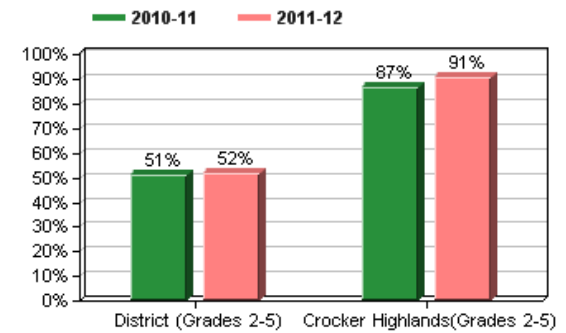
**% Growth in CST/CMA ELA 2 Year Cohort Growth Report**



**CST/CMA ELA % BB/FBB**

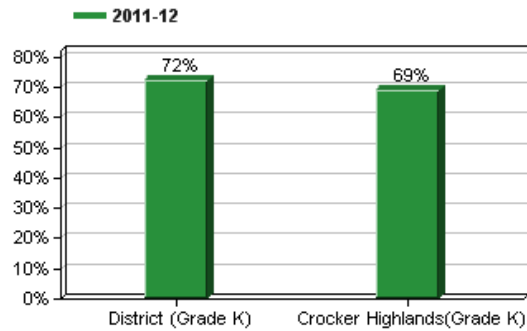


**CST/CMA ELA % Prof/Adv**

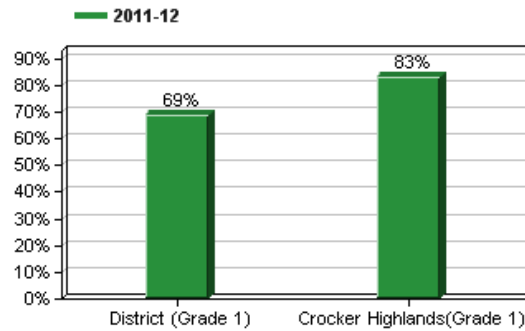


**DIBELS**

### DIBELS EOY GrK % Low Risk in Letter Naming

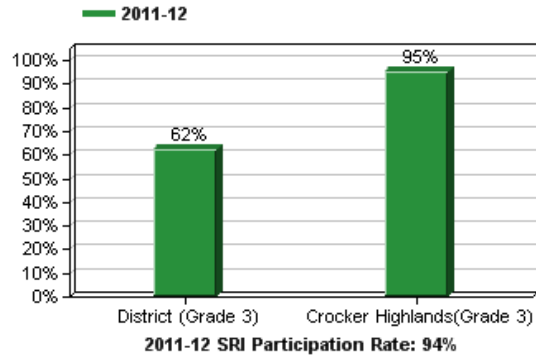


### DIBELS EOY Gr1 % Low Risk in Oral Reading



### SRI

#### SRI % At/Above grade level reading



### School Data

- 91% of our students in grades 2-5 are proficient or advanced in ELA on the CSTs.
- 
- 79% of 2nd grade students scored at Benchmark or Above on Spring ELA Benchmark; 80% of 3rd grade students scored at Benchmark or Above on Spring ELA Benchmark; 79% of 4th grade students scored at Benchmark or Above on Spring ELA Benchmark; 88% of 5th grade students scored at Benchmark or Above on Spring ELA Benchmark.

### Data Analysis

- CST percentage rates for proficient and advanced with # of students in ( ): White students (129): 97%, Asian (20): 100%, Latino (11): 79%, African American (47): 60%, and Unspecified (29): 91%.
- Proficient and Advanced percentage on CSTs was lowest for 3rd grade: 88%.
- The creation of a balanced literacy program, including vision, alignment, books, intervention, and writing all demand increased teacher collaboration time.

### Theory of Action

- If we look at student data and student progress in PLCS using benchmark data, we can adjust teaching practice to meet student needs.



Writing Across the curriculum in every classroom	assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/28/2013	111SQ11A5978	Implementation of 6 Traits Writing program	N/A			0	\$0.00
Writing Across the curriculum in every classroom	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/28/2013	111SQ11A5979	Implementation of Science Notebooking at every grade level	N/A			0	\$0.00

# School Quality Indicator 1: Quality Learning Experiences for All Students

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

School: Crocker Highlands Elementary

Principal: ELIZABETH RHINE

### From OUSD Strategic Plan:

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

### District-level Goals

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

### School Federal and State Academic Achievement Goals:

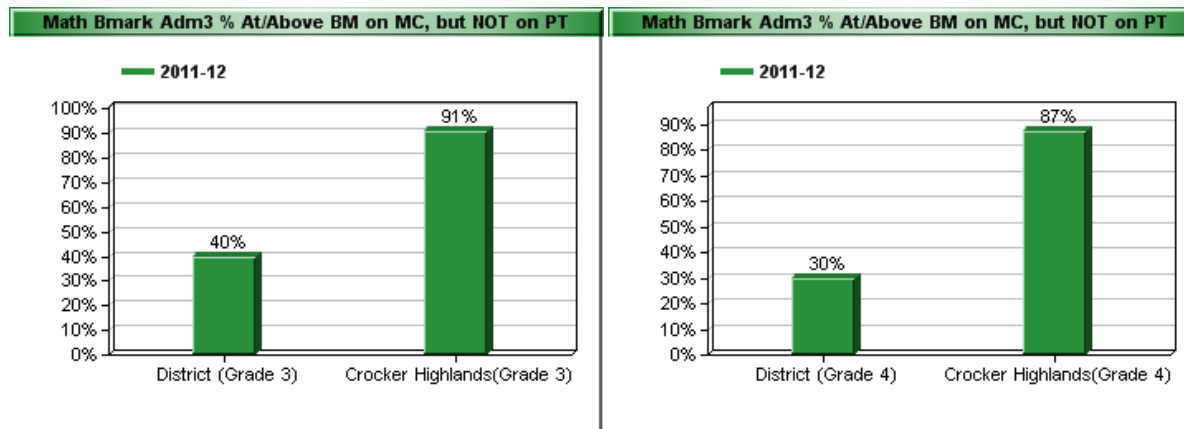
School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.

### School Quality Standards relevant to this Strategic Priority

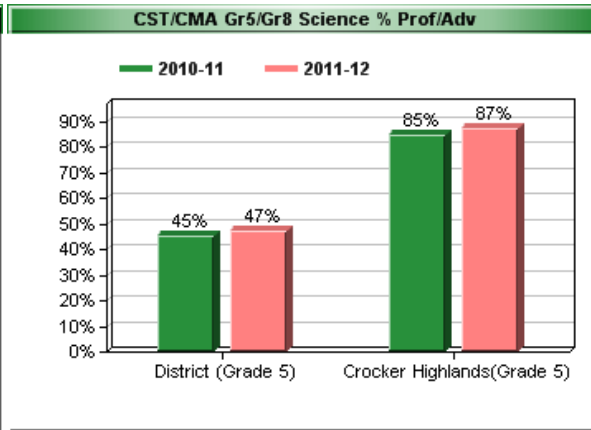
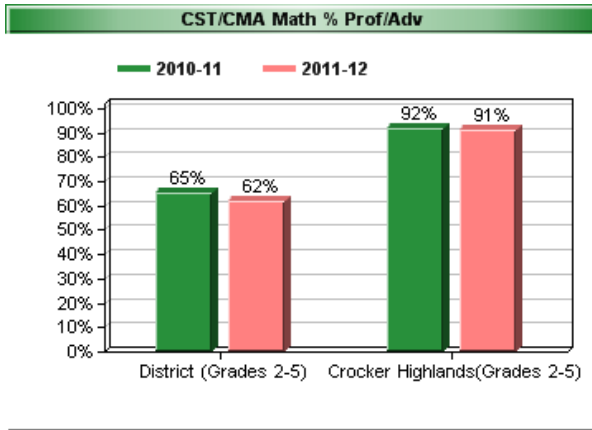
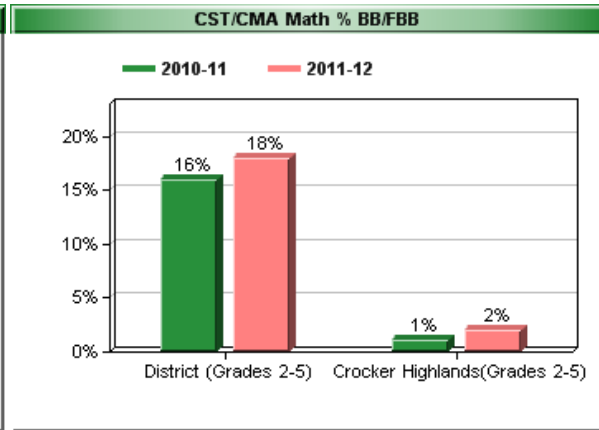
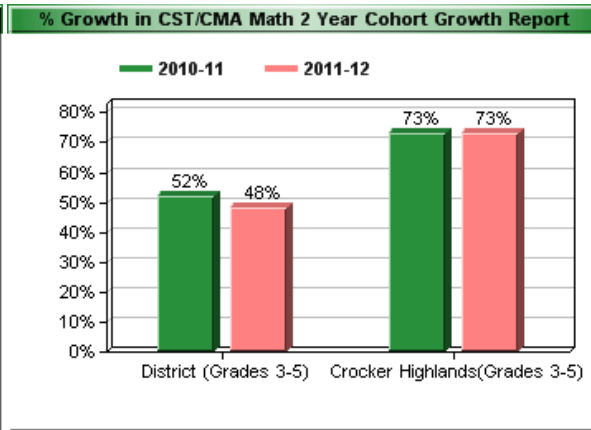
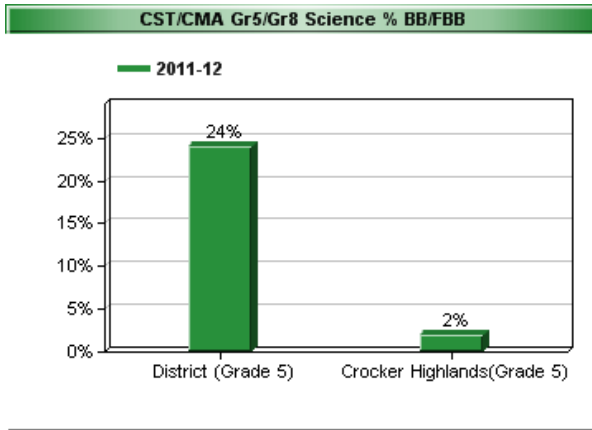
A quality school...

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

### Benchmark







**School Data**

- High levels of performance on math CSTs and benchmark exams.
- Teachers express the need for more collaboration time and preparation in order to fully implement FOSS program. Science Note booking professional development has occurred but not all classes are implementing science notebooks.

**Data Analysis**

- Approximately 22-23% of 2nd and 3rd graders are "Approaching" on second Math benchmark exam.
- All 3rd and 4th grade students utilize on-line Aleks math program approximately 1 hour a week, including additional time for homework. Some teachers use the Aleks time for small group or individual intervention time.
- There is a need for differentiation in the classroom to address the high and low-achieving students.
- All grades emphasize science instruction. The amount of science instruction time varies among classrooms, as does the full implementation of the FOSS program.

### Theory of Action

- If we provide opportunities for challenge and intervention in math beyond the regular classroom, student engagement and their achievement will improve.
- If our students are engaged in hands-on science projects that are integrated with literacy and math, they will be able to solve problems and think critically.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Offer resources and support for balanced literacy implementation	SRI	All Students	Weekly	Other	4/28/2013	111SQ1B5975	Provide structured weekly access to library, as well as open times	N/A			0	\$0.00
Provide cross-curriculum literacy opportunities	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/28/2013	111SQ1B5976	Spanish classes, two times a week for 30 minutes each session	N/A			0	\$0.00
Provide cross-curriculum literacy opportunities	Local assessments (benchmarks, PWA)	All Students	Weekly	Community Partner	4/28/2013	111SQ1B5977	All students will participate in music program, instrumental and/or vocal music.	N/A			0	\$0.00
Writing Across the curriculum in every classroom	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/28/2013	111SQ1B5978	Implementation of 6 Traits Writing program	N/A			0	\$0.00
Writing Across the curriculum in every classroom	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/28/2013	111SQ1B5979	Implementation of Science Notebooking at every grade level	N/A			0	\$0.00
Offer enrichment and intervention to supplement classroom math and science learning.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	4/4/2013	111SQ1B2606	After school math intervention on Aleks math on-line program	N/A			0	\$0.00
Offer enrichment and intervention to supplement classroom math and science learning.	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	4/4/2013	111SQ1B2607	Edible garden projects integrated into math, science, and nutrition education	N/A			0	\$0.00
Offer enrichment and intervention to supplement classroom math and science learning.	Local assessments (benchmarks, PWA)	All Students	Every Semester	Community Partner	4/4/2013	111SQ1B2608	After school enrichment classes offered. Scholarships are available to those who need assistance.	N/A			0	\$0.00
Offer enrichment and intervention to supplement classroom	Discipline/CSC	All	Every Marking	Leadership	4/4/2013	111SQ1B2609	Community Building Events related to science and math (Math Night,	N/A			0	\$0.00

math and science learning.		Students	Period	Team			Science Fair, Science Night)					
Offer enrichment and intervention to supplement classroom math and science learning.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/4/2013	111SQ1B5086	On-line Math Instruction for all 3rd and 4th grade students during school day.	N/A			0	\$0.00
Provide support to teachers to implement math and science curriculum	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/4/2013	111SQ1B2610	Provide professional development in science on an ongoing basis.	N/A			0	\$0.00
Provide support to teachers to implement math and science curriculum	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/4/2013	111SQ1B2611	Provide collaboration time for teachers to work on science and math implementation.	N/A			0	\$0.00
Provide support to teachers to implement math and science curriculum	Other (OCR, etc)	All Students	Every Marking Period	Other	4/4/2013	111SQ1B2612	Classroom assistance in inventorying FOSS kits and materials preparation	N/A			0	\$0.00
Improve science and mathematics instruction through PLCs and professional development.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Department Head	4/3/2013	111SQ1B5299	Provide professional development at least once a quarter with follow up PLCs by grade levels.	N/A			0	\$0.00

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority C. Transitions & Pathways PreK-12

**School:** Crocker Highlands Elementary

**Principal:** ELIZABETH RHINE

**From OUSD Strategic Plan:**

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

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

**School Data**

- More than 50% of our 5th grade students will attend OUSD middle schools. There has been a growing trend over the past several years.
- Anecdotal feedback from kindergarten parents show satisfaction with current orientation/welcoming strategies.

**Data Analysis**

- Parents are selecting private and charter schools based on perceptions of lack of safety and academic rigor at OUSD middle schools.
- Parents need more information regarding middle schools programs and safety procedures in place at OUSD middle schools.

**Theory of Action**

- If we engage parents and students early in the middle school selection process, more will select OUSD middle schools.
- If students stay in OUSD middle schools, they have continuity in their academic program and commitment to the city of Oakland.
- If we do outreach to prospective kindergarten families, then they will feel welcomed and ready to attend our school and be an active part of our community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Building bridges between elementary and middle schools.	Other (OCR, etc)	Pre-Kindergarten	End of Year	Principal	4/4/2013	111SQ11C342	School tours followed by question and answer session for prospective parents.	N/A			0	\$0.00
Building bridges	Other (OCR,		Every				Middle school principals					

between elementary and middle schools.	etc)	All Students	Semester	Principal	4/4/2013	111SQL1C343	attend PTA meetings.	N/A			0	\$0.00
Building bridges between elementary and middle schools.	Other (OCR, etc)	All Students	Every Semester	Principal	4/4/2013	111SQL1C344	Current Edna Brewer parents hold informational panel for 5th parents.	N/A			0	\$0.00
Create opportunities to welcome new families into the community	Survey data (CHKS, etc.)	Pre-Kindergarten	Monthly	Principal	4/4/2013	111SQL1C1842	School tours in the fall and winter for following school year.	N/A			0	\$0.00
Create opportunities to welcome new families into the community	Survey data (CHKS, etc.)	All Students	End of Year	Community Partner	4/4/2013	111SQL1C1843	New Family Picnic in August	N/A			0	\$0.00
Create opportunities to welcome new families into the community	Survey data (CHKS, etc.)	Pre-Kindergarten	Monthly	Other	4/4/2013	111SQL1C1845	Buddy Program (current and new family partners)	N/A			0	\$0.00
Create opportunities to welcome new families into the community	Survey data (CHKS, etc.)		End of Year	Other	4/4/2013	111SQL1C1846	Kindergarten Round Up (orientation)	N/A			0	\$0.00

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority D. College, Career & Workforce

School: Crocker Highlands Elementary

Principal: ELIZABETH RHINE

### From OUSD Strategic Plan:

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

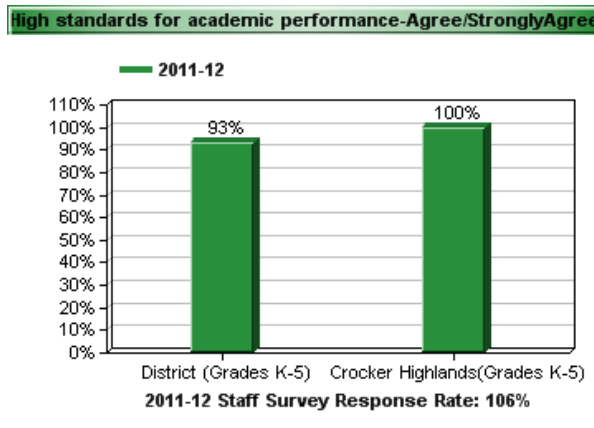
1. Combined 4- & 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS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

### School Quality Standards relevant to this Strategic Priority

A quality school...

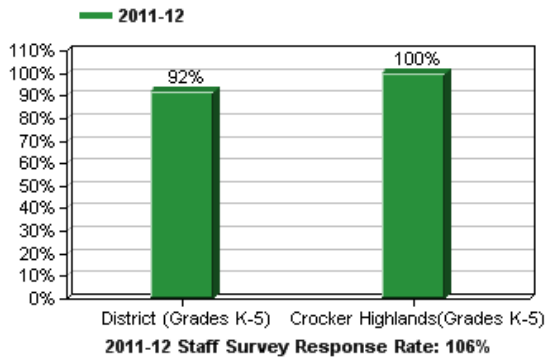
- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college

### Survey - High Standards

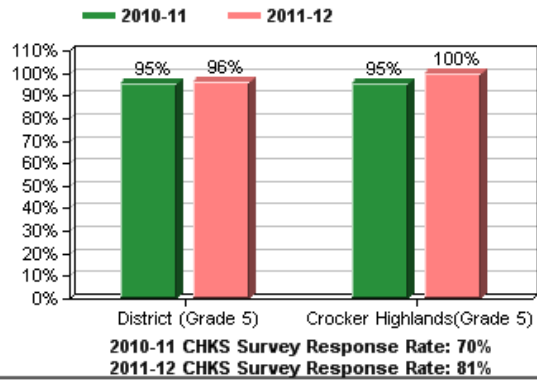


### Survey - Success

**School promotes academic success. \_\_\_% Agree/Strongly Agree**



**Do you plan to go to college after high school? \_\_\_% Yes**



**Theory of Action**

- If we create a caring school community, with the focus on strengthening connectedness to school, then our students will be successful and see that going to college and selecting a career are in their future.
- If students increase their reading levels by at least one year per grade, they will be prepared to read college level text upon graduation from high school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities to learn about college and careers.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/4/2013	111SQI1D1847	Career Day for upper grade students presented by Crocker alumni.	N/A			0	\$0.00

## School Quality Indicator 1: Quality Learning Experiences for All Students

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

**School:** Crocker Highlands Elementary

**Principal:** ELIZABETH RHINE

**From OUSD Strategic Plan:**

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

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

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

**School Data**

- 72% of our African American students in grades 2-5 are proficient or advanced in math, compared to 98% white students.
- 74% of our African American Students in grades 2-5 are proficient or advanced in ELA, compared to 97% white students.

**Data Analysis**

- Teachers need more time to collaborate and share best practices.
- An increase in student-centered learning will help increase student engagement.
- Though we don't have a statistically significant number of EL students, we need to better monitor their academic progress.

**Theory of Action**

- If we provide tutoring and additional support to our students who are not proficient or advanced, they will be more successful.
- If we learn best practices to reach all students and to keep them engaged, all of our students, including the GATE and Special Education students, will be more successful and engaged in learning.
- If we learn about culturally-relevant teaching practices and best practices, our African-American students, specifically the boys, will feel more connected to the school community and their academic achievement will improve.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide intervention programs and support for students scoring below benchmark on	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	4/4/2013	111SQ1E346	Provide after school Aleks Math intervention for students	N/A			0	\$0.00



OUUSD assessments												
Provide intervention programs and support for students scoring below benchmark on OUSD assessments	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Principal	4/4/2013	111SQ1E347	Provide ELA tutor for students	N/A			0	\$0.00
Provide intervention programs and support for students scoring below benchmark on OUSD assessments	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly		4/4/2013	111SQ1E1858	Utilize classroom assistants to support struggling students	N/A			0	\$0.00
Professional Development for teachers and staff	Local assessments (benchmarks, PWA)	Special Education	Every Semester	Principal	4/4/2013	111SQ1E1851	PD in the areas related to Children on the Autism Spectrum and Sensory Integration	N/A			0	\$0.00
Professional Development for teachers and staff	Local assessments (benchmarks, PWA)	Ethnicity	Every Marking Period	Leadership Team	4/4/2013	111SQ1E1852	Professional development, speakers, sharing of best practices, and discussions related to African-American students and closing the achievement gap.	N/A			0	\$0.00
Provide support and targeted instruction for EL students.	CELDT	English Learners	Weekly	Principal	4/4/2013	111SQ1E1862	Provide supplemental instructional supplies for use with identified EL students that support their improved academic achievement	7091-EIA - LEP	4300-MATERIALS & SUPPLIES		0	\$3,288.92
Increased awareness of Student Engagement	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/4/2013	111SQ1E2641	Focus on student-engagement to support the Common Core standards through observation, articles, feedback, and professional development	N/A			0	\$0.00
Provide opportunities for differentiation for GATE students	State tests (CST/STAR, PFT)	All Students	Weekly	Grade level team	4/4/2013	111SQ1E3779	Implement differentiation program for upper grade students with high-interest, challenging activities	N/A			0	\$0.00
Provide opportunities for differentiation for GATE students	State tests (CST/STAR, PFT)	GATE	Weekly	Grade level team	4/4/2013	111SQ1E3780	Provide classroom extension activities, built into regular curriculum (SuperStarts Math, Kahn Academy, Aleks, Book Report Projects, Technology)	N/A			0	\$0.00

# School Quality Indicator 1: Quality Learning Experiences for All Students

## Strategic Priority F. Extending Learning Time

**School:** Crocker Highlands Elementary

**Principal:** ELIZABETH RHINE

**From OUSD Strategic Plan:**

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

**School Quality Standards relevant to this Strategic Priority**

A quality school...

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

**School Data**

- Up to 12 after school enrichment classes are offered for fall and spring. Approximately 100 students participate in the after school classes. An elementary basketball league was also created and had approximately 20-25 4th and 5th grade boys and girls participated.
- 20-25 students participate in the after school math and ELA intervention programs.

**Data Analysis**

- There are fewer opportunities for younger students, grades K-1, to participate in after school programs.
- An effort to reach out to families less able to afford afterschool enrichment classes needs to be made.

**Theory of Action**

- If we provide afterschool tutoring to students who are struggling academically, our students will be more successful.
- If we provide enrichment opportunities after school, students will feel more connected, engaged, and supported during after school hours.
- If we make outreach to more families and offer scholarships, those who aren't able to afford after school enrichment would be able to participate.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
After school tutoring provided to struggling students.	Local assessments (benchmarks, PWA)	FBB, BB and BAS	Weekly	Principal	4/4/2013	111SQI1F1868	Aleks Math Intervention	N/A			0	\$0.00
After school tutoring provided to struggling students.	Local assessments (benchmarks, PWA)	FBB, BB	Weekly	Principal	4/4/2013	111SQI1F1869	ELA tutors	N/A			0	\$0.00
Hold Parent Education Evenings to support all	Survey data	All	Every				Parent & Family Education Evenings (LBGT Families, Girls					

families and embrace the diversity of our community.	(CHKS, etc.)	Students	Marking Period	Other	4/4/2013	111SQ1F1872	Leadership, Boys Project, Diverse Learners, Welcoming Schools)	N/A			0	\$0.00
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## School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

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

School: Crocker Highlands Elementary

Principal: ELIZABETH RHINE

#### From OUSD Strategic Plan:

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

#### District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%

#### School Safety Plan Goals

Goal 1: To reduce physical altercations by 10%

- Strategy 1.1: Train 30 Conflict Managers to rotate on lunch duty to solve conflicts.
- Strategy 1.2: Implement the Junior Heroes Program, via HERO, Inc., to encourage and support games and activities during recess.

Goal 2: Increase student engagement and attachment to the school; reduce bullying.

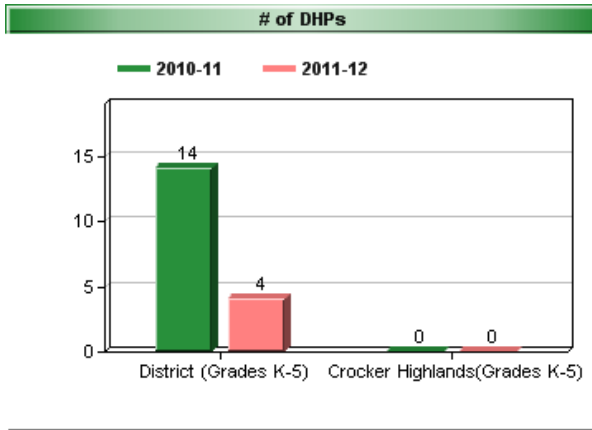
- Strategy 2.1: Anti-bullying Assembly for K-5.
- Strategy 2.2: Full implementation of Caring Schools Curriculum in every classroom. Teachers will hold class meetings on the topics of: exclusion and inclusion, bullying and teasing, and on Crocker Cougar word-of-the-month.

#### School Quality Standards relevant to this Strategic Priority

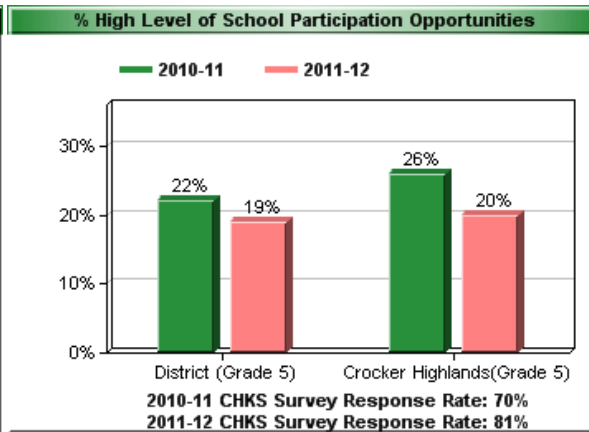
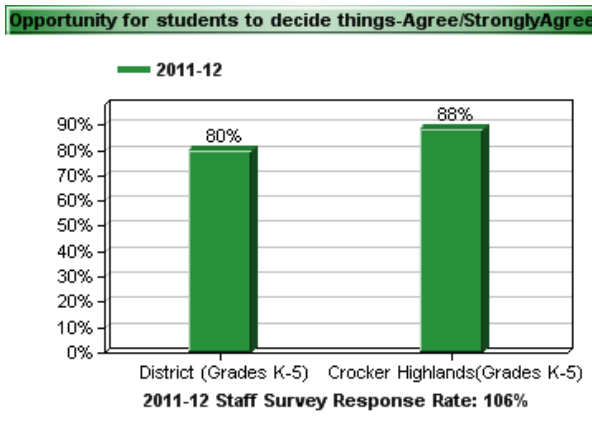
A quality school...

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

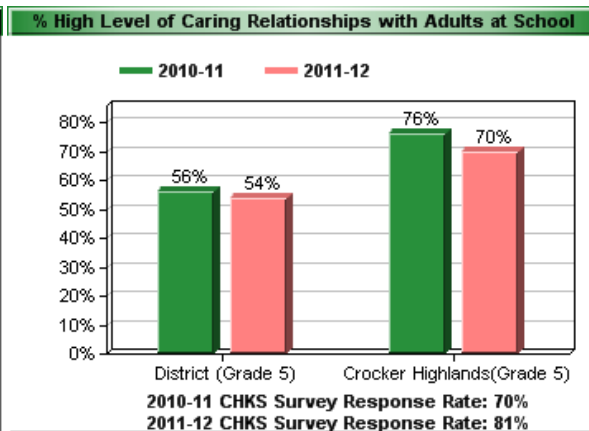
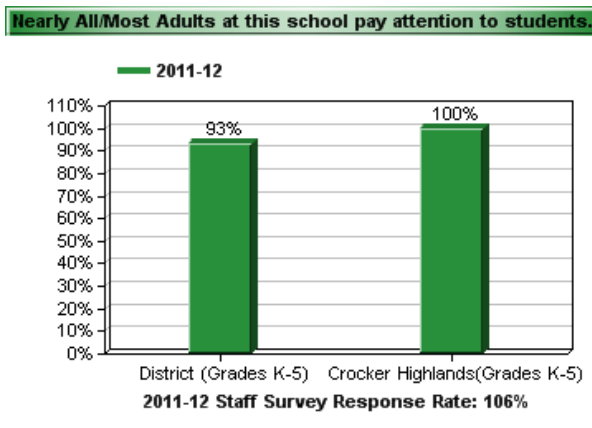
DHP



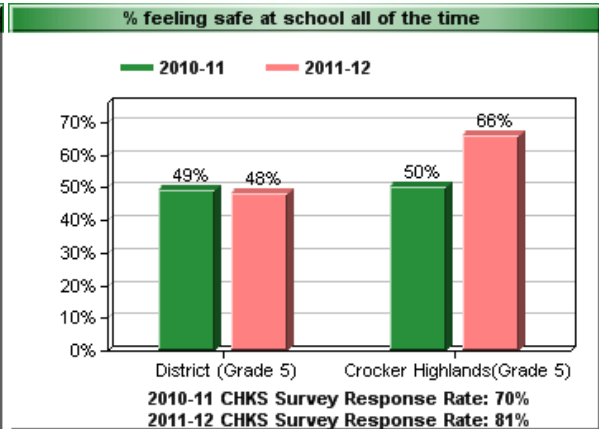
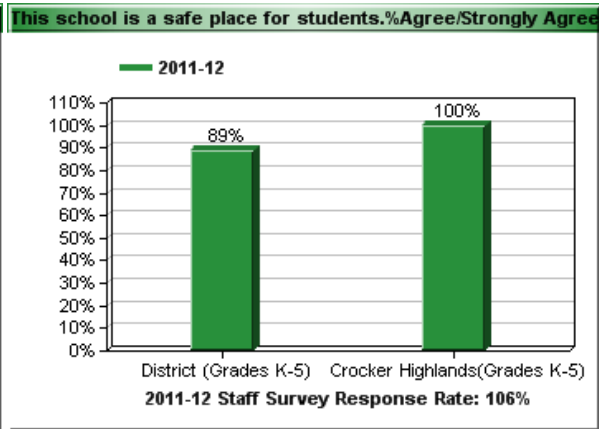
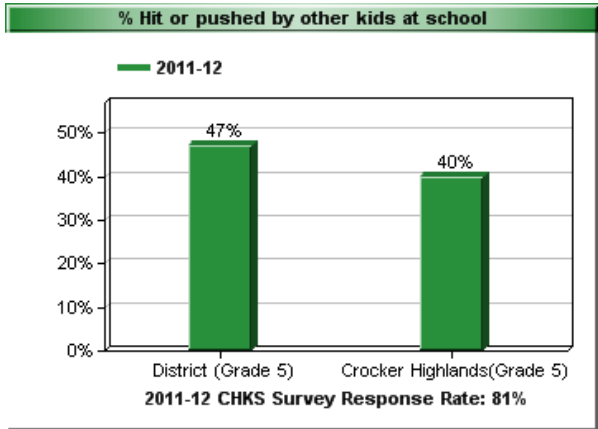
**Survey - Engagement**



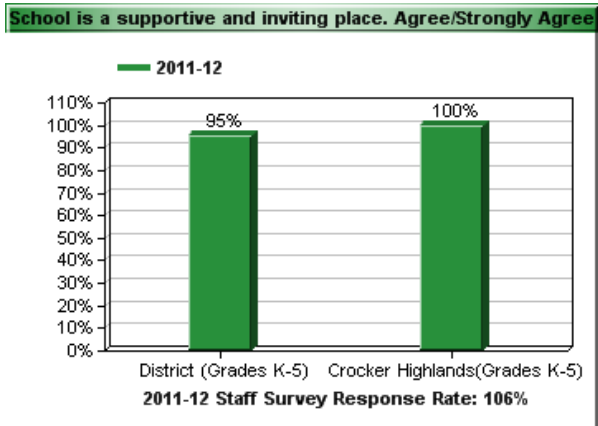
**Survey - Relationships**



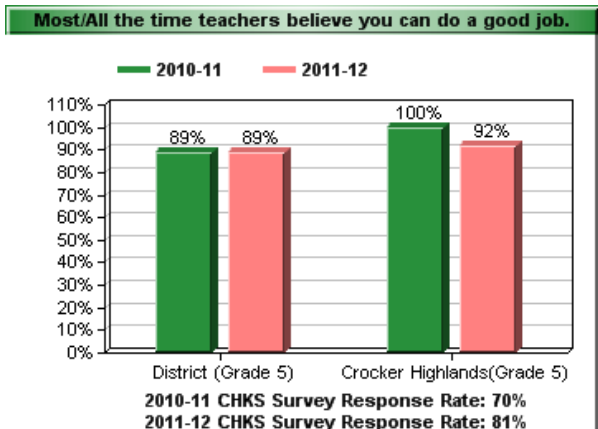
**Survey - Safety**



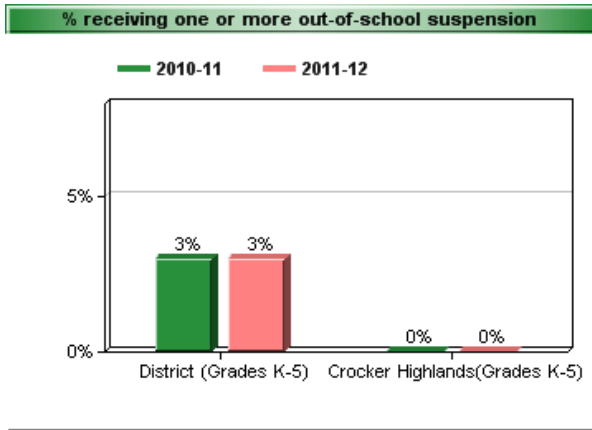
**Survey - Welcoming**



**Survey- Beliefs**



**Suspensions**



#### School Data

- Our school's discipline data is limited to office visits and time outs in buddy classrooms. We have 0-1 suspensions per year. We do not have any history of DHPs.
- Students have an opportunity to take on various leadership roles: Conflict Managers, Teacher helpers, Student Council, Recycling Helpers, and Junior Heroes for Recess.

#### Data Analysis

- 66% of students felt safe all of the time and 40% reported having been hit or pushed. There is a need for specific guidelines and strategies to address safety.
- 100% of students feel adults at Crocker Highlands pay attention to students, yet only 70% reported having a caring relationship.
- The PTA coordinates after school fee-based enrichment programs. (Scholarships are available.)
- We have an active Parent Teacher Association, PTA, that coordinates many school-wide events.
- We have many school-wide events that encourage student participation: Martin Luther King Jr. Oratorical Fest, Science Fair, Math Night, Science Night, Walk-a-thon, Crocker Cougar Assemblies celebrating the word of the month, and School Spirit Days.

#### Theory of Action

- If Crocker Highlands works toward building a safe learning community, students will be supported and challenged in the academic and social/emotional learning.
- If we increase student-centered, project-based learning, and student voice in the school, students will feel more motivated and engaged in the curriculum.
- If Crocker Highlands continues to strengthen the Caring School Community program, then we will meet the social/emotional needs of more students, and build better relationships in the school community.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Offer resources and							Provide structured					

support for balanced literacy implementation	SRI	All Students	Weekly	Other	4/28/2013	111SQI2A5975	weekly access to library, as well as open times	N/A			0	\$0.00
Provide cross-curriculum literacy opportunities	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/28/2013	111SQI2A5976	Spanish classes, two times a week for 30 minutes each session	N/A			0	\$0.00
Provide cross-curriculum literacy opportunities	Local assessments (benchmarks, PWA)	All Students	Weekly	Community Partner	4/28/2013	111SQI2A5977	All students will participate in music program, instrumental and/or vocal music.	N/A			0	\$0.00
Writing Across the curriculum in every classroom	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/28/2013	111SQI2A5978	Implementation of 6 Traits Writing program	N/A			0	\$0.00
Writing Across the curriculum in every classroom	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/28/2013	111SQI2A5979	Implementation of Science Notebooking at every grade level	N/A			0	\$0.00
Full implementation of Caring School Community curriculum in every classroom.	Discipline/CSC	All Students	Monthly	Leadership Team	4/4/2013	111SQI2A1934	Professional Development	N/A			0	\$0.00
Full implementation of Caring School Community curriculum in every classroom.	Discipline/CSC	All Students	Every Marking Period	Principal	4/4/2013	111SQI2A1939	Release time for teachers to collaborate on CSC planning	N/A			0	\$0.00
Promote positive school community	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/4/2013	111SQI2A1935	Create Anti-bullying policy	N/A			0	\$0.00
Promote positive school community	Discipline/CSC	All Students	Weekly	Principal	4/4/2013	111SQI2A1936	Recess Program (HERO)	Funded by Community Partner			0	\$0.00
Promote positive school community	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/4/2013	111SQI2A1937	Social Groups guided by counselor	Funded by Community Partner			0	\$0.00
Promote positive school community	Survey data (CHKS, etc.)	All Students	Monthly	Department Head	4/4/2013	111SQI2A1938	Superflex curriculum in K-1 classes	N/A			0	\$0.00
Promote positive school community	Discipline/CSC	All Students	Monthly	Leadership Team	4/4/2013	111SQI2A1940	Professional Development for staff on promoting positive school culture (CSC, Welcoming Schools)	N/A			0	\$0.00



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

### Strategic Priority B. Health & Wellness

School: Crocker Highlands Elementary

Principal: ELIZABETH RHINE

#### From OUSD Strategic Plan:

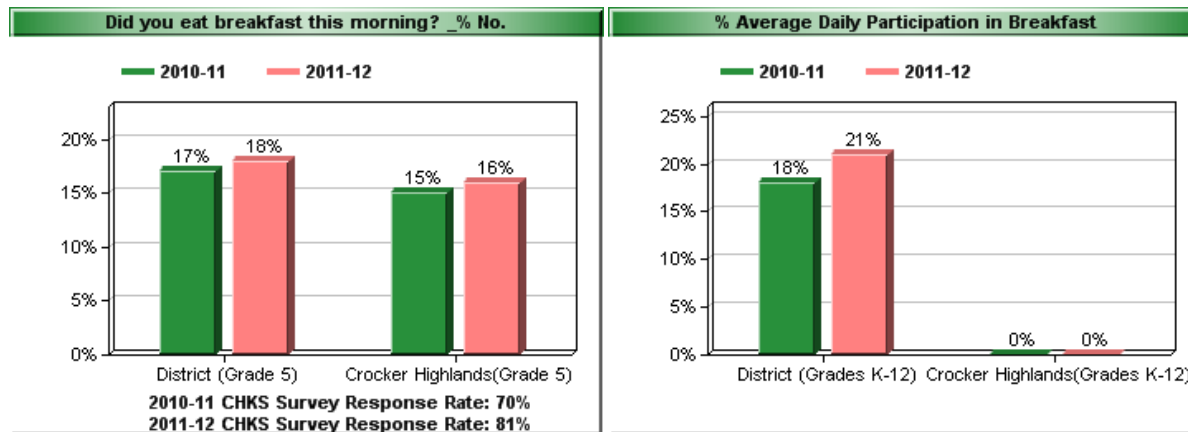
A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access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

#### School Quality Standards relevant to this Strategic Priority

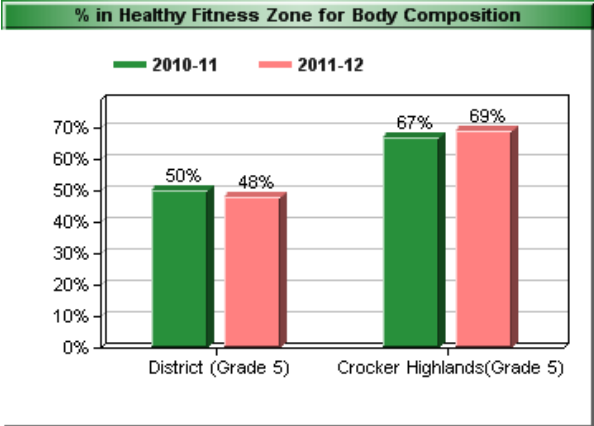
A quality school...

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

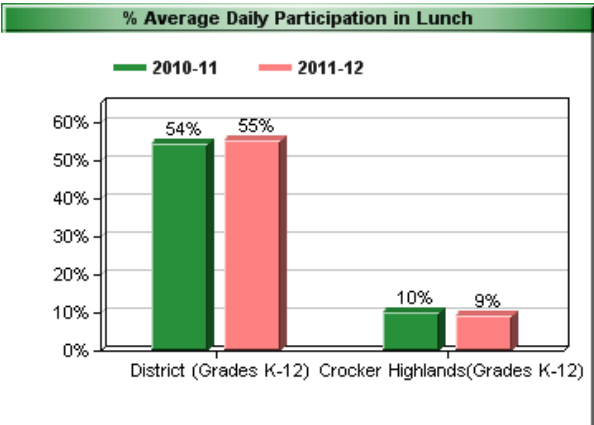
#### Breakfast



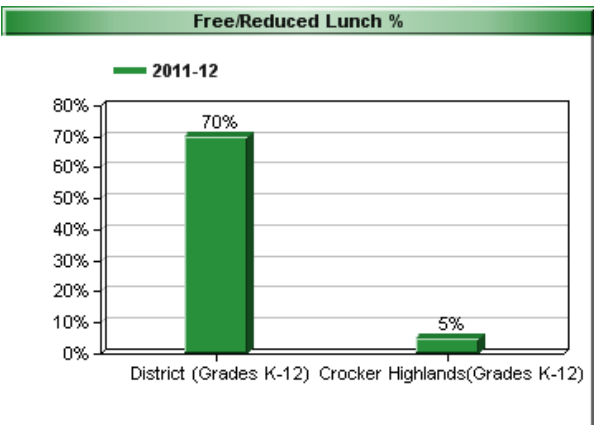
#### Fitness



**Lunch**

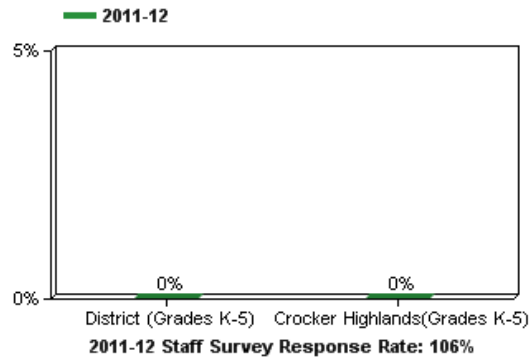


**Socio Economics**

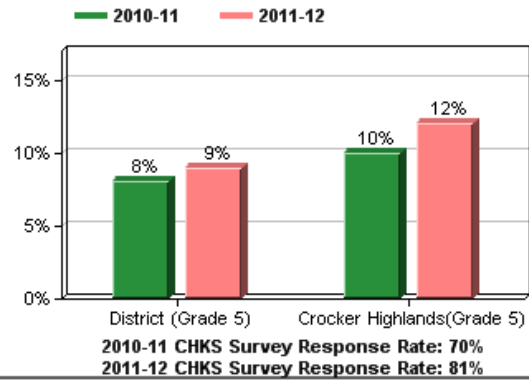


**Survey - Drugs / Alcohol**

**Student alcohol&drug use is a severe problem at this school.**



**% drinking alcohol in past month**



**Data Analysis**

- 69% of our students assessed are within the healthy fitness zone for body composition.
- 12% of our students reported drinking alcohol in the past month. This is an area where we need to educate our families about exposure to alcohol.

**Theory of Action**

- If we provide social and emotional support to our students who are struggling in this area, our students will feel cared for and be more successful in school.
- If we provide education in the area of nutrition, our students will learn healthy eating habits.
- If we provide physical education during the school day, our students will have a clear understanding of a healthy lifestyle.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide social and emotional counseling to students who need support	Survey data (CHKS, etc.)	All Students	Weekly	Principal	4/4/2013	111SQI2B2617	Emotional and social lunch groups	Funded by Community Partner			0	\$0.00
Provide social and emotional counseling to students who need support	Survey data (CHKS, etc.)	All Students	Every Marking Period	Principal	4/4/2013	111SQI2B2618	Professional Development for teachers in awareness of social/emotional issues	N/A			0	\$0.00
Provide nutrition education to students	Health data	All Students	Weekly	Principal	4/4/2013	111SQI2B2620	Interactive Nutrition Bulletin board with information	N/A			0	\$0.00
Provide nutrition education to students	Health data	All Students	Every Marking Period	Other	4/4/2013	111SQI2B2622	Edible Garden Professional Development and outreach	N/A			0	\$0.00
Provide Physical Activity and Physical Education program for students	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/4/2013	111SQI2B2624	Implement HERO recess and activity program	Funded by Community Partner			0	\$0.00
Provide Physical Activity and Physical Education program for students	State tests (CST/STAR, PFT)	All Students	Weekly	Principal	4/4/2013	111SQI2B5087	Change Prep Period to Physical Education	N/A			0	\$0.00



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

### Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Crocker Highlands Elementary

Principal: ELIZABETH RHINE

#### From OUSD Strategic Plan:

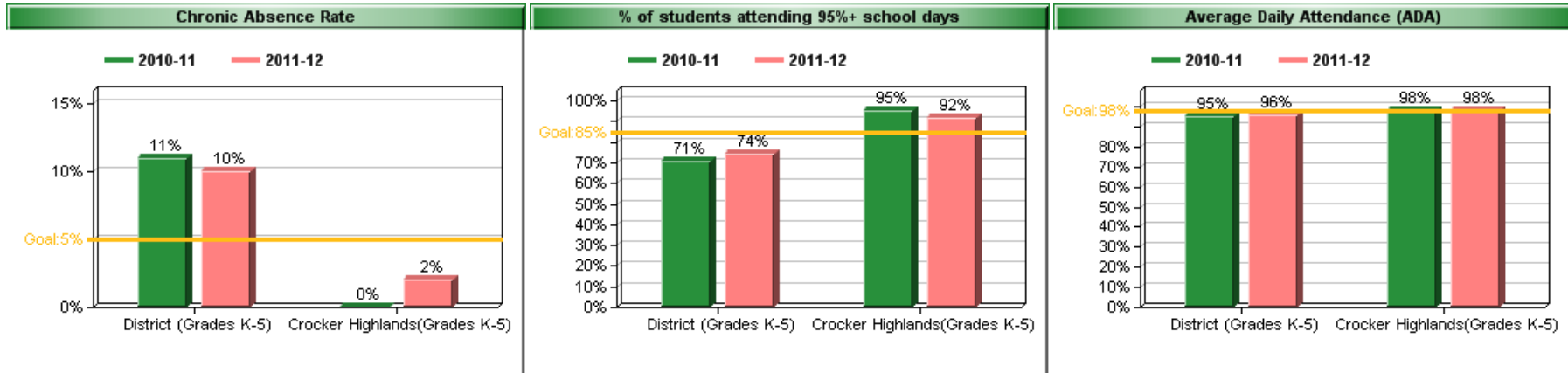
Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts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

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

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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



### School Data

- Teachers were not consistently using the Aeries attendance system and/or had difficulties getting internet access to do attendance.

### Data Analysis

- Crocker Highlands has very low chronic absences.

### Theory of Action

- If we set clear expectations to parents for students to attend school every day and share the negative impact of absences (academic progress, a sense of belonging, funding), attendance will improve.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Outreach to families with chronic absences.	Attendance	All Students	Monthly	Clerical staff	4/4/2013	111SQI2C2599	Phone calls home to students with excessive absences.	N/A			0	\$0.00
Outreach to families with chronic absences.	Attendance	All Students	Every Marking Period	Principal	4/4/2013	111SQI2C2600	Letters home to students with excessive absences.	N/A			0	\$0.00

## School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

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

School: Crocker Highlands Elementary

Principal: ELIZABETH RHINE

#### From OUSD Strategic Plan:

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

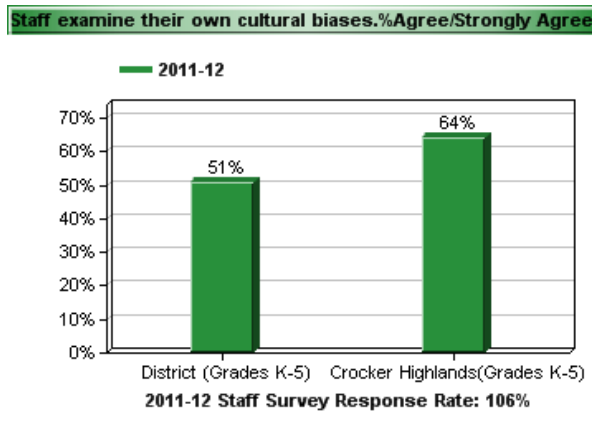
1. Improve the conditions in schools to retain 80% of effective teachers

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### Survey - Professional Learning



### Data Analysis

- Teachers often request more time to collaborate.
- Professional Development time needs to be guarded, teacher-guided, and cyclical.
- Teachers participate in PD led by lead teachers in ELA, Math, Science, and CSC.

### Theory of Action

- If we provide professional development related to the data and vision, teachers will feel more prepared and students will be more engaged.
- If we work together as a professional learning community, then we will be able to support one another and hold each other accountable for the success of our students.
- If Crocker Highlands families are seen as a source of knowledge and insight, we will be able to better know how to support their children and improve instruction.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Continued implementation of Professional Development and Leadership Committees.	Local assessments (benchmarks, PWA)	All Students	Monthly	Principal	4/4/2013	111SQI3A2633	PD Committee meets monthly and set PD goal(s) for the year, aligned with the needs of the students and school data	N/A			0	\$0.00
Continued implementation of Professional Development and Leadership Committees.	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/4/2013	111SQI3A2634	Teachers lead relevant PD for staff on science, math, CSC	N/A			0	\$0.00
Continued implementation of Professional Development and Leadership Committees.	Survey data (CHKS, etc.)	All Students	Monthly	Principal	4/4/2013	111SQI3A5443	Staff involvement on major decision making (funding programs, adding or changing programs, etc.)through Leadership Committee.	N/A			0	\$0.00
Provide opportunities for teachers to collaborate.	Local assessments (benchmarks, PWA)	All Students	Monthly	Leadership Team	4/4/2013	111SQI3A2635	Create monthly grade level collaboration time	N/A			0	\$0.00
Provide opportunities for teachers to collaborate.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Principal	4/4/2013	111SQI3A2636	Implement release days once a trimester for teachers to collaborate	N/A			0	\$0.00
Provide opportunities for teachers to collaborate.	Local assessments (benchmarks, PWA)	All Students	Every Semester	Grade level team	4/4/2013	111SQI3A2637	Coordinate school visits for grade level teams	N/A			0	\$0.00
Provide opportunities for teachers to collaborate.	Local assessments (benchmarks, PWA)	All Students	Every Semester	Principal	4/4/2013	111SQI3A2638	Train Administrative Assistant to run Benchmark reports	N/A			0	\$0.00



	PWA)											
Utilize Wednesday release-time for PD	Discipline/CSC	All Students	Monthly	Other	4/4/2013	111SQI3A2643	Caring School Curriculum PD	N/A			0	\$0.00
Utilize Wednesday release-time for PD	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	4/4/2013	111SQI3A2644	Science PD led by Science Teacher lead	N/A			0	\$0.00
Utilize Wednesday release-time for PD	Local assessments (benchmarks, PWA)	All Students	Monthly	Other	4/4/2013	111SQI3A5095	PD on technology in the classroom	N/A			0	\$0.00

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

### Strategic Priority A. Family & Community Engagement

School: Crocker Highlands Elementary

Principal: ELIZABETH RHINE

#### From OUSD Strategic Plan:

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

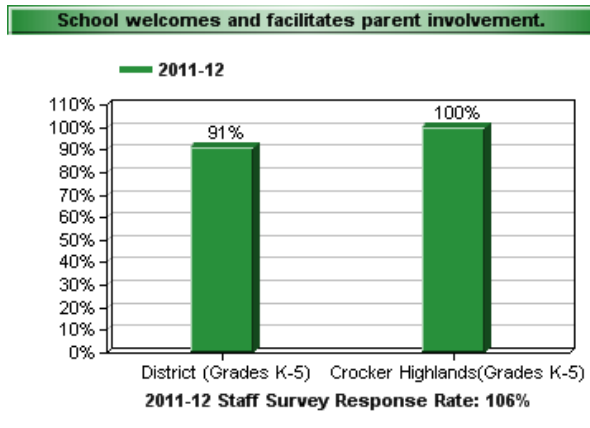
1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

#### School Quality Standards relevant to this Strategic Priority

A quality school...

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

#### Survey - Welcoming



### Data Analysis

- High level of parent volunteers in most classrooms. There are many opportunities for volunteering at Crocker Highlands: classrooms, library, office, traffic, recess and lunchtime, field trips, SSC, PTA, after school tutoring, room parents.
- Very active PTA; monthly meetings held; outreach to families.
- Weekly school bulletin, school website, yahoo group, and Facebook page used to convey information to families.
- It is a challenge to get representatives on the SSC committee.
- Outreach to community partners could be increased for volunteer opportunities and fundraising efforts throughout the year.

### Theory of Action

- If we create a caring school community, with the focus on strengthening student connectedness to the school, then our students will experience success socially, emotionally, and academically.
- If we create a variety of access points for families to be engaged in our school, the students and families will experience more connectedness to the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Offer resources and support for balanced literacy implementation	SRI	All Students	Weekly	Other	4/28/2013	111SQI4A5975	Provide structured weekly access to library, as well as open times	N/A			0	\$0.00
Provide cross-curriculum literacy opportunities	Local assessments (benchmarks, PWA)	All Students	Weekly	Principal	4/28/2013	111SQI4A5976	Spanish classes, two times a week for 30 minutes each session	N/A			0	\$0.00
Provide cross-curriculum literacy opportunities	Local assessments (benchmarks, PWA)	All Students	Weekly	Community Partner	4/28/2013	111SQI4A5977	All students will participate in music program, instrumental and/or vocal music.	N/A			0	\$0.00
Writing Across the curriculum in every classroom	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/28/2013	111SQI4A5978	Implementation of 6 Traits Writing program	N/A			0	\$0.00
Writing Across the curriculum in every classroom	Local assessments (benchmarks, PWA)	All Students	Weekly	Grade level team	4/28/2013	111SQI4A5979	Implementation of Science Notebooking at every grade level	N/A			0	\$0.00
Improve science and mathematics instruction through PLCs and professional development.	Local assessments (benchmarks, PWA)	All Students	Every Marking Period	Department Head	4/3/2013	111SQI4A5299	Provide professional development at least once a quarter with follow up PLCs by grade levels.	N/A			0	\$0.00
Continue to support school-wide events that welcome and bring in	Attendance	All Students	Monthly	Principal	4/4/2013	111SQI4A2656	Walk-a-thon, Spaghetti Feed, Carnival, Book Fair, Open House, Back-to-School Night, Music concerts, Living History	N/A			0	\$0.00

families							Museum, Science Fair, LHS Science Night, LHS Math Night					
Continue Caring School Community work with students and families	Discipline/CSC	All Students	Monthly	Leadership Team	4/4/2013	111SQ4A2661	Caring School Community Curriculum implemented in every classroom, including the Homeside Activities	N/A			0	\$0.00
Continue Caring School Community work with students and families	Discipline/CSC	All Students	Every Marking Period	Principal	4/4/2013	111SQ4A5108	Expand CSC Team to include parent leaders and support Parent Education Nights (school-wide committee)	N/A			0	\$0.00
Outreach to families for Leadership and Decision-Making roles	Survey data (CHKS, etc.)	All Students	Monthly	Other	4/4/2013	111SQ4A2663	Home Connection PD for teachers	N/A			0	\$0.00
Outreach to families for Leadership and Decision-Making roles	Discipline/CSC	Ethnicity	Every Marking Period	Community Partner	4/4/2013	111SQ4A2664	Creation of "Soulful Gatherings" group for families of African American children to meet and connect.	N/A			0	\$0.00
Outreach to families for Leadership and Decision-Making roles	Survey data (CHKS, etc.)	Ethnicity	Monthly	Other	4/4/2013	111SQ4A5100	Recruitment of under-represented families to SSC, PTA, and Dads' Club	N/A			0	\$0.00

## School Quality Indicator 5: Effective School Leadership & Resource Management

### Strategic Priority A. Strategic Operational Practices

School: Crocker Highlands Elementary

Principal: ELIZABETH RHINE

#### From OUSD Strategic Plan:

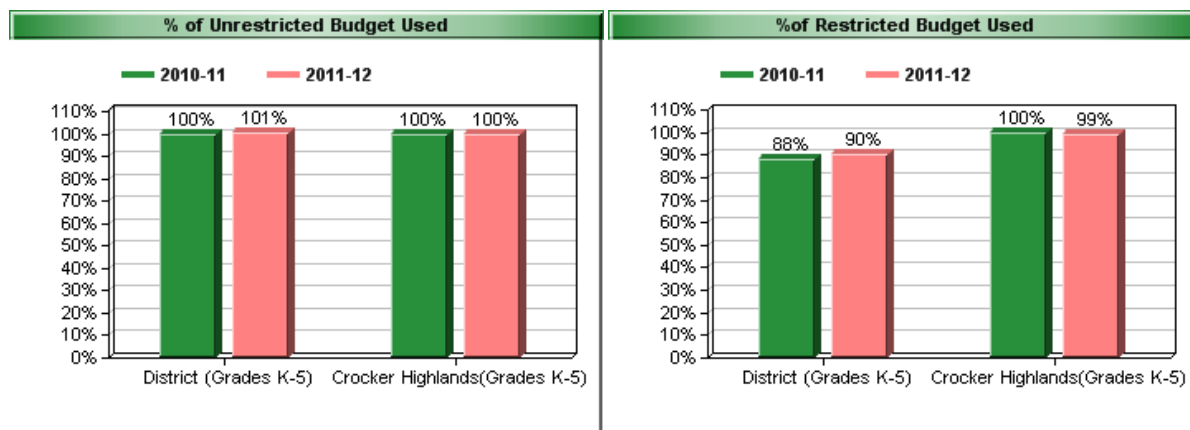
We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations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

#### School Quality Standards relevant to this Strategic Priority

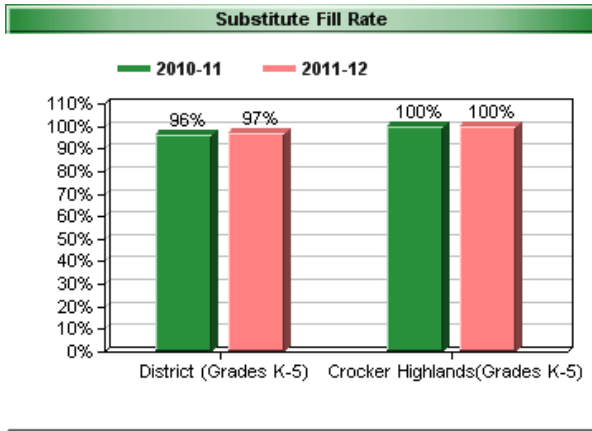
A quality school...

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

#### Budget



#### Sub Fill Rate



#### School Data

- Principal works closely with PTA to ensure the school is working together to make Crocker Highlands a Full Service Community School.


#### Data Analysis

- Teachers being formally evaluated are observed with more frequency than those teachers not being formally evaluated.
- Teacher Leads attend District-led professional development in Science, Math, ELA, and CSC.

#### Theory of Action

- If all of our resources (time, money, personnel) are strategically aligned to support our students, then they will be more successful academically.
- If we assess our enrichment programs for effectiveness, we will better meet the needs of our students.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Evaluate enrichment programs for their effectiveness and positive impact on students.	Survey data (CHKS, etc.)	All Students	End of Year	Leadership Team	4/4/2013	111SQI5A2667	Evaluate programs, provide feedback to program providers, and continue annual proposal process for enrichment programs	N/A			0	\$0.00
Staff and SSC discuss all aspects of the site budget allocations and determine priorities.	Survey data (CHKS, etc.)	All Students	End of Year	Principal	4/3/2013	111SQI5A2669	Community Voice in strategic decision making	N/A			0	\$0.00

State Program	Projected Budget	Final Budget
 <b>Economic Impact Aid/English Learner Program</b> Purpose: Develop fluency in English and academic proficiency of English learners ...EIA-LEP RESOURCE #7091	<b>\$3,288.92</b>	
<b>Total Amount of Preliminary Projected State Categorical Funds Allocated to this School</b>	<b>\$3,288.92</b>	

## **Appendices**

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



Type into the gray boxes, then print and sign.

**ASSURANCES  
2013-2014**

School Site: Crocker Highlands  
Site Number: 111

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

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

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2013-2014 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on \_\_\_\_\_.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on 4/18/13
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Kristin Anderson  
SSC Chairperson's Signature

Kristin Anderson  
SSC Chairperson's Name (printed)

4/18/13  
Date

n/a  
ELAC Chairperson's Signature

ELAC Chairperson's Name (printed)

Date

[Signature]  
Principal's Signature

Elizabeth Rhine  
Principal's Name (printed)

4/18/13  
Date

[Signature]  
Executive Officer's Signature

Sonia Aguilera  
Executive Officer's Name (printed)

5/8/13  
Date

[Signature]  
Director, State & Federal Compliance Signature

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

6/5/13  
Date

## School Site Council Membership Roster – Elementary School

**School Name:** Crocker Highlands

**School Year:** 2012-2013

<b>Chairperson:</b> Kristin Anderson	<b>Vice Chairperson:</b> Jessica Tagami
<b>Secretary:</b> Milli Jones	<b>DAC Representative:</b> Nancy Cecchittini

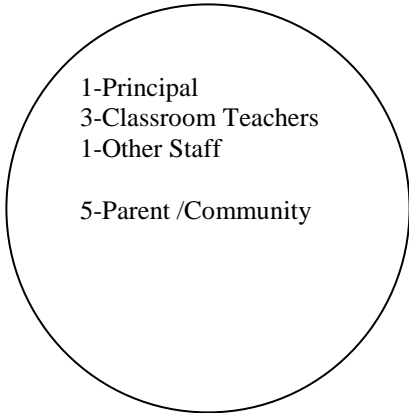
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Lisa Hobbs				X	
Elaine Kantrowitz			X		
Kristin Anderson			X		
Carolyn Oretsky			X		
Elizabeth Rhine		X			
Jeff Kutash					X
Nancy Cecchittini					X
Milli Jones					X
Kathy Wong					X
Jessica Tagami					X
<b>DAC Representative</b>					
Nancy Cecchittini					X
Home Ph.	Email:				

<b>Meeting Schedule</b>	<b>3<sup>rd</sup> Thursday of each month, 4:15 p.m., Library</b>
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**SSC Legal Requirements:**

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



## **Crocker Highlands Elementary School Parental Involvement Policy**

Crocker Highlands agrees to implement the following statutory requirements:

- The school will jointly develop with parents and distribute to parents, a Home School Compact that school and parents of participating children agree on.
- The school will notify parents about the Home School Compact in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the Home School Compact available to the local community online and in hard copy
- The school will periodically update the Home School Compact to meet the changing needs of parents and the school.
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- > That parents play an integral role in assisting their child's learning.
- > That parents are encouraged to be actively involved in their child's education at school.
- > That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

### **Building Parent Capacity for Involvement**

Crocker Highlands 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, we do the following:

#### **1) Offers a flexible number of meetings for parents, and involve all parents in an organized, ongoing, and timely way in the planning, review and improvement of all programs.**

- Invite all parents to participate in SSC meetings
- Invite all parents to participate in PTA meetings
- All family information is posted, sent out via email and hard copy
- Room parents for each class disseminate school information
- SSC reviews programs to determine effectiveness of programs
- Benchmark Assessment data shared at parent conferences

**2) Assists all parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.**

The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:

- The State of California's academic content standards
- The State of California's student academic achievement standards
- The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
- Academic proficiency levels students are expected to achieve
- The requirements of the Title 1 Program (if applicable)
- How to monitor their child's progress

The above information is shared throughout the school year, beginning at Back-to-School Night.

Crocker Highlands will also have a Data Night to share CST information and the School district's assessment schedule will be discussed, as well as California's academic content standards. District benchmark results are shared at SSC meetings, PTA meetings, and parent conferences.

**3) Provides materials and training to help all parents work with their children to improve their children's academic achievement.**

Parent Education Nights will be planned throughout the year to give parents strategies to use in order to improve their children's academic achievement. Strategies will also be shared with parents at Teacher-Parent Conferences and through the school bulletin. The school website has links to the California Grade Level Standards to help inform parents of the academic expectations.

**4) Educates staff, with the assistance of all parents, on the value of parent contributions and how to work with parents as equal partners.**

- Staff Professional Development
- SSC meetings
- PTA meetings

**5) Coordinates and integrates all parental activities that encourage and support parents to more fully participate in the education of their children.**

- Parent volunteers in the classroom and on field trips
- School-wide events (Walk-a-thon, Back-to-School Night, Spaghetti Feed, Open House, Book Fair)

- School Tours for prospective parents
- Parent Education Nights
- Academic Enrichment Activities: Science Fair, Living Museum, Oratorical Fest, Kindergarten Celebrations, LHS Math Night

**6) Distributes program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.**

- School Bulletin
- Yahoo Group Announcements
- Classroom Newsletters
- Information posted on bulletin boards
- Information posted on school website
- Room Parent emails/communication

**7) Provides support, during regularly scheduled meetings for parental activities requested by parents.**

- Childcare provided
- Additional Minimum days for teacher-parent conferences
- Substitute Coverage for teacher-parent conferences

**8) Provides all parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.**

- Additional Minimum Days for teacher-parent conferences
- Student Study Team Meetings
- Parent Education Nights - CST scores, test prep materials, report cards, curriculum, California standards, social-emotional learning
- PTA — involvement through committees
- School Site Council — all are welcome

**Home School Compact Adoption**

Crocker Highlands has jointly developed with and distributed to all parents a Home-School 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.

- The School Site Council (SSC) revised the Home School Compact during the 2012-2013 school year and will distribute to all parents in January 2013.
- The compact will be posted on the school's website and in the main hall of the school and all classrooms.

This policy was adopted by the Crocker Highlands School Site Council on November 15, 2012 and will be in effect for the period of one year. The school will distribute this policy to all parents in January 2013. It will be made available to the local community on or before January 2013. Crocker Highlands' 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.

## ***CROCKER HIGHLANDS ELEMENTARY SCHOOL HOME SCHOOL COMPACT***

Crocker Cougar Values: Respect • Cooperation • Self-Discipline • Acceptance • Compassion • Responsibility • Perseverance • Friendship

<b>Each Teacher/Staff Member Commits To:</b>	<b>Each Parent/Guardian Commits To:</b>	<b>Each Student Commits To:</b>
<ul style="list-style-type: none"> <li>❖ Providing meaningful and rigorous instruction in a supportive and safe environment building lifelong learners.</li> <li>❖ Promoting cooperation and the understanding that each child has a unique background and experience.</li> <li>❖ Holding parent-teacher conferences to share student progress, discuss strategies, and set goals.</li> <li>❖ Facilitating student reflection using authentic assessment tools.</li> <li>❖ Communicating regularly through notices, classroom newsletters and school-wide bulletins.</li> <li>❖ Encouraging parent participation in classroom and school-wide events, activities, and projects.</li> <li>❖ Embodying the Crocker Cougar values.</li> </ul> <p>Signed _____</p>	<ul style="list-style-type: none"> <li>❖ Making sure my child arrives at school each day on time and ready to learn.</li> <li>❖ Providing a quiet study place for my child to complete homework.</li> <li>❖ Making sure my child is reading or read to daily, limiting television and video time during the week.</li> <li>❖ Reading and returning school communications and forms.</li> <li>❖ Attending Back-to-School Night and parent-teacher conferences in the fall, Open House in the spring, and supporting school events.</li> <li>❖ Providing updated emergency contacts and information as needed.</li> <li>❖ Embodying the Crocker Cougar values.</li> </ul> <p>Signed _____</p>	<ul style="list-style-type: none"> <li>❖ Arriving at school on time and ready to learn.</li> <li>❖ Completing and returning all homework as well as signed school communications on time.</li> <li>❖ Understanding and following school guidelines, responsibilities, routines, and procedures.</li> <li>❖ Listening to and following directions.</li> <li>❖ Maintaining the emotional and physical safety of yourself and others.</li> <li>❖ Respecting the rights and property of others.</li> <li>❖ Remaining thoughtful.</li> <li>❖ Cooperating with adults and students.</li> <li>❖ Embodying the Crocker Cougar values.</li> </ul> <p>Signed _____</p>

Distribution date: January 2012