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Enactment Date	6/26/19 er



# Memo

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

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

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

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

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School



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

Legislative File Id. No. 19-1300  
Introduction Date: 6/26/19  
Enactment No.: 19-1148  
Enactment Date: 6/26/29  
By: er

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** Crocker Highlands Elementary School  
**CDS Code:** 1612596001754  
**Principal:** Jocelyn Kelleher  
**Date of this revision:** 4/23/2019

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

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

**Contact:** Jocelyn Kelleher  
**Address:** 525 Midcrest Road  
Oakland, CA 94610

**Position:** Principal  
**Telephone:** 510-451-5900  
**Email:** [jocelyn.kelleher@ousd.org](mailto:jocelyn.kelleher@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/23/2019*  
*The District Governing Board approved this revision of the SPSA on: 6/26/2019*

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

**2019-2020 School Plan for Student Achievement Recommendations and Assurances**

**School Site:** Crocker Highlands Elementary School

**Site Number:** 111

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Title I Schoolwide Program                | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                    |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input 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:** 4/23/19

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.) |
|---|---|--|

*Bulletin  
Calendar*

**Signatures:**

<u>Joci Kelleher</u> Principal	<u>Joci Kelleher</u> Signature	<u>5/2/19</u> Date
<u>Tali' Levy</u> SSC Chairperson	<u>[Signature]</u> Signature	<u>5/2/19</u> Date
<u>Sara Stone</u> Network Superintendent	<u>Sara Stone</u> Signature	<u>5.22.19</u> Date
<u>MURPHY OTIS</u> Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>5/28/19</u> Date

**2019-20 SPSA ENGAGEMENT TIMELINE****School Site:** Crocker Highlands Elementary School**Site Number:** 111

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/23/2018	SSC	Reviewed schoolwide data in context of site plan
12/12/2018	Equity Steering Committee	Reviewed schoolwide academic and non-academic data, began planning actionable items
12/18/2018	SSC	Reviewed midyear data, root causes as beginning of new site plan discussions
1/10/2019	PTA General	Discuss school goals, budget considerations for 2019-20
1/15/2019	PTA Executive Board	Discuss school goals, budget considerations for 2019-20
1/22/2019	SSC	Discuss budget reality, start looking at Site Plan for 2019-20, discuss possible goals
1/25/2019	Faculty	Discuss budget reality, start looking at Site Plan for 2019-20, discuss possible goals
2/7/2019	Equity Committee Meeting	Share SPSA goals related to the achievement gap
2/19/2019	SSC	Review draft of SPSA
3/19/2019	PTA Exectuive Board	Update on budget and connection to school site goals
3/19/2019	PTA General	Update on budget and connection to school site goals

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
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	\$114,067.57

### 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)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$53,118.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$23,312.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	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)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$76,430.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$76,430.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**1A: ABOUT THE SCHOOL**

**School:** Crocker Highlands Elementary School

**School ID:** 111

**School Description**

At Crocker Highlands, staff, students and families all work together to ensure that our children develop a love for learning in a supportive, inclusive school community. We recognize and support diverse learning styles and inspire personal and social responsibility, while also promoting the academic development of our students. In addition to an engaging and rich core curriculum, students also have the opportunity to work with an art teacher every week, enjoy our edible garden, participate in a physical activity program, sing in the vocal music program, explore the library, and work on projects using technology. Much of our success is due to the strong faculty, staff, PTA, and community volunteers who help in the classrooms, office, and the playground every day.

**School Mission and Vision**

Mission:

Crocker Highlands Elementary School provides a joyful, equitable educational experience that fosters enthusiasm for learning and encourages a growth mindset for children and adults. The school recognizes and supports diverse learning styles, inspires personal and social responsibility, and promotes the academic development of its students.

Vision: The students at Crocker Highlands will emerge as empathetic, resilient, independent learners who acquire the 21st century skills of creativity, collaboration, communication, critical thinking and problem solving.

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

**Priority Strengths**

**Root Causes of Strengths**

Reading/Literacy: Overwhelming majority at or above grade level in ELA (77.7%). Our students perform better than the district average and almost half are above standard. Reading workshop being taught in all classrooms.

Strong reading culture, classroom instruction, intervention. More consistency in teaching workshop model. Reading lab teacher works with more students individually and in small groups than in prior years, and works in K classrooms twice a week.

Overwhelming majority at or above grade level in Math (73.4%). Number sense; kids explaining their thinking.

Emphasis on number sense, multiple-step problem solving, explaining mathematical thinking, number talks, use of manipulatives, strong curriculum. Using Bridges in all 4th and 5th grades and one third - that's new curriculum. The 3rd grade classes using Expressions actually had good results. We are using our art teacher part time to do math intervention.

High levels of connectedness: Students (88.6%), Parents (98.8%), Staff (94.1%)

Caring staff who gets to know students and families, PBIS, culture of family participation, emphasis on equity and inclusion

Reduced achievement gap among low-income students from 34% to 24% in Math and from 46% to 12% in ELA

Intervention programs, working with families

All student ethnic groups performing above district averages in ELA and math: African-Americans (52% for both), Asian-Americans (80% ELA and 62% math), Latinos (80% in both), Multiple Ethnicity (66.6% in EL A, 55.5% in math), White (84.2% ELA, 81.4% math)	High expectations, strong instruction, majority enter kindergarten with high levels of academic readiness and experience in preschool, interventions
Suspension: Positive approach to discipline handled in classrooms most of the time; Class meetings, buddies, Caring School Communities, PBIS consistency	Voice levels and new discipline matrix taught across all classes; strong emphasis on class culture and personal/group responsibility in all classrooms
Chronic Absence: 91.7% of African-American students' attendance is satisfactory (same as white students)	Inform parents of attendance policies
<b>Priority Challenges</b>	<b>Root Causes of Challenges</b>
Not all ethnic groups performing equally well; gap between African-American and White students is 32% in ELA and 29% in Math. Gap between students of multiple ethnicities and white students is 18% in ELA and 26% in Math.	Need to emphasize importance of this in all assignments so students are more used to the expectation when assessed. Reading carefully, cognitive demand is great (read, remember what's being asked, plan for the next step, check work), perseverance, tolerating productive struggle. New curriculum.
Large achievement gap for students with disabilities: Proficiency rates of 26% vs. 83.4% (gen. ed.) in ELA and 26% vs. 78.4% (gen. ed.) in Math	Students' disabilities make it challenging to reach grade level proficiency; district resources limit number of support minutes we can actually offer
Higher percentages among some students of color feel less connected to school than their white peers: African-American (38%), Asian-American (67%), Multiple Ethnicity (89%), White (97%), Latino (100%)	As a whole, students of color comprise about 42% of the population. Each subgroup is between 8% and 12%, which means they don't have a lot of peers of similar background in their classes. This can be isolating. Teaching staff is also majority white and female.
Suspension: Conflicts seem to arise most often on the yard, and almost 100% of office referrals come from these incidents. These conflicts sometimes begin in classrooms and bleed onto the playground. Others start on the playground and impact classrooms.	Number of adults supervising; egocentricity (developmentally appropriate) of children; many socially sticky situations are "underground."
Chronic Absence: Doesn't seem to be any pattern (only 3 students at risk or moderately chronically absent).	Individual families take vacations, kids get sick

### 1C: 19-20 STUDENT GOALS & TARGETS

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

<b>School Goal:</b>	<b>All students will report feeling connected to their school community, and the differences among subgroups will be statistically insignificant.</b>				
<b>Measure</b>	<b>Target Student Group</b>	<b>District Growth Targets</b>	<b>17-18 School Baseline</b>	<b>18-19 School Target</b>	<b>19-20 School Target</b>
Connectedness	All Students	+5pp	88.62%	95.00%	100.00%

Suspensions	African-American Students	-2pp	0.00%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	2.63%	0.00%	0.00%

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

**School Goal:** Increase the DF3 in ELA on SBAC by 15 points and by 20 points for students with disabilities and African-American students

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	57.2	72	87
ELA SBAC	Students with Disabilities	+20 points DF3	-47.2	-27.2	-7.2
ELA SBAC	African-American Students	+20 points DF3	19.6	39.6	59.6

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

**School Goal:** Increase the DF3 in Math on SBAC by 15 points for all students and by 20 points for students with disabilities and African-American students

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	37.2	52	67
Math SBAC	Students with Disabilities	+20 points DF3	-53.8	-33.8	-13.8
Math SBAC	African-American Students	+20 points DF3	-7.2	12.8	32.8

***District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)***

**School Goal:** All eligible students will reclassify as reaching English fluency.

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	0.00%	n/a (too few to report)	100.00%
LTEL Reclassification	Long-Term English Learners	25%	n/a	n/a	n/a



**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

**School Goal:** Increase percentage all students at or below grade level growing a year or more in reading by 5%, and increase the percentage of African-American and special education students growing a year or more in reading by 8%, using SRI for 3rd-5th graders and F&P for kindergarten and first graders as assessments.

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	55.50%	61.00%	66.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	3.81%	0.00%	0.00%
K at or above Benchmark	All Kindergarten Students	+5pp	80.22%	85.22%	90.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	71.23%	76.23%	81.00%

**1D: IDENTIFIED NEED**

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

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

**1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

*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.

Crocker Highlands Elementary		SPSA Year Reviewed: 2018-19		SPSA Link: <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Standards-Driven Planning in ELA</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		Increase the number of students in Grades 3-5 scoring proficient or advanced on SRI by 5% by June of 2019			
<b>Theory of Action for Language &amp; Literacy:</b>		If we provide all students with quality Tier 1 classroom reading instruction, and if we continue to use the targeted supports of our reading lab and differentiation within the classroom to support and accelerate struggling readers, then we will continue to have improved outcomes in reading for all students while closing the achievement/opportunity gap.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SRI		All Students		91.5%	91.10%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
No changes made, but we continued to have differentiated small group instruction with a workshop model and Tier 2 reading support					
<b>What evidence do you see that your practices are effective?</b>					
The overwhelming majority of our students are reading at or above grade level, and we have narrowed the achievement gap.					
<b>What are some possible implications for your 2019-20 SPSA?</b>					
Continue working on narrowing the gap, particularly in the number of African-American and students in special education who grow a year or more on SRI					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Rigorous Common Core Tasks in Math</b>			
<b>June 2021 Standards-Based Instruction Goal:</b>		Surpass 70% proficiency on SBAC math sections in grades 3 through 5 and narrow gap between low-income students and all others by 5%.			
<b>Theory of Action for Standards-Based Instruction:</b>		If we support students to more fully develop number sense, integrate the mathematical practices into our teaching, and use CCSS to inform lesson-planning, then students will become increasingly able to apply mathematical concepts and procedures to a broad range of problems and will improve their success in their classroom work and on assessments.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math		All Students		40.6	37.2
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
We have expanded use of Bridges Math to more grade levels and dedicated time with a .45 TSA to provide Tier 2 math support.					
<b>What evidence do you see that your practices are effective?</b>					

We are seeing students doing well on benchmark assessments.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
Continue working on bringing levels of achievement in math on par with ELA. Also work towards narrowing the gap, particularly in the number of African-American and students in special education whose DF3 on SBAC was in the negative.			
<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>		<b>Professional Development</b>	
<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>		By June 2019, all teachers will have expanded their skills in culturally responsive instruction, and in math pedagogy. This will mean a reduction of 5% in URFs.	
<b>Theory of Action for Conditions for Student &amp; Adult Learning:</b>		If teachers expand their skills in culturally responsive instruction in all areas and if teachers increase collaboration around math instruction and support, then our achievement gap will narrow and student conflict will be kept to a minimum.	
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
Office Referrals	All Students	18	16
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
We continue to use restorative practices and handle most discipline issues within the classroom. Only when student safety is involved should students be referred to the office.			
<b>What evidence do you see that your practices are effective?</b>			
The vast majority of office referrals are for incidents happening on the playground. More students are in Aeries as having been referred (18 as of 1/25/19), but this is because data is being entered more consistently.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
Continue with PBIS			
<b>18-19 Conditions for English Language Learners Priority:</b>		<b>ELD</b>	
<b>June 2021 Conditions for English Language Learners Goal:</b>		All eligible students will reclassify by June 2019.	
<b>Theory of Action for Conditions for English Language Learners:</b>		If we provide dedicated English language instruction and use GLAD strategies with English learners, these students will improve their skills and reclassify on time.	
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	n/a due to student numbers	N/A
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			

No changes planned, but we need to make sure we dedicate resources to our English learners

**What evidence do you see that your practices are effective?**

Students are improving academically

**What are some possible implications for your 2019-20 SPSA?**

Keep going with same practices

**DEPARTURE FROM PLANNED 18-19 SPSA BUDGET**

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

No significant differences

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

**School:** Crocker Highlands Elementary School

**School ID:** 111

**3: SCHOOL STRATEGIES & PRACTICES**

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

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

<b>School Priority ("Big Rock"):</b>	Professional Development
<b>School Theory of Action:</b>	If school staff expand their skills in culturally responsive instruction and their abilities to prevent and respond to incidents of bias, then our students of color will feel as connected as their white peers, and the academic achievement gaps will narrow.
<b>Related School Goal(s):</b>	All students will report feeling connected to their school community, and the differences among subgroups will be statistically insignificant.
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teach PBIS matrix (including voice levels); continue use of Cougar Commendations; use restorative practices to facilitate conflict resolution; and reinforce schoolwide expectations with continuing students.	PBIS team continues meeting to plan and train staff during Phase 3 of PBIS implementation; provide restorative questions & conversation starters to staff & review training	Low numbers of URFs and suspensions
1-2	Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, newcomers, homeless, foster youth and GATE students.	Continue exploring Zaretta Hammond's book Culturally Responsive Education and the Brain and possibly other books as well (i.e. White Fragility; Young, Gifted and Black)	Reduction in achievement gaps based on race and special education status on SBAC
1-3	Teach & reinforce our school mantra, "At Crocker, we show respect to everyone," as well as words of the month, use Caring School Community curriculum	Parent workshops on issues relating to equity (pending PTA funding), PD time to review how mantra & words of the month are taught in class and during assemblies	CHKS data, PBIS meeting notes
1-4	Collaborate with colleagues around standards and curriculum	Staff leaders create and lead PD related to equity and inclusion	Improved math (SBAC), reading (SRI) and ELA (SBAC) for all groups, and in particular African-American and students with disabilities

1-5	Participate in collaboration around social justice issues with Edna Brewer student leaders, who will also teach about restorative justice circles.	Help coordinate social justice collaboration	Actions taken by students (i.e. letter-writing, posters, etc.) and notes from debrief after implementation
1-6	Help all new students transition to Crocker with buddies, lunch club, orienting them to the school building, class meetings to help build community	Kindergarten orientation, buddy families supported by PTA, principal spend time getting to know and personally welcoming new students in upper grades, principal spending time in kindergarten classes getting to know students	List of buddy families, new students integrating onto the yard and within the classroom, personal interviews with new families regarding the transition, talk to kindergarten parents to help orient with culture of school, etc.
1-7	Teachers continuously move around the playground during yard duty, helping students to solve problems using restorative questions.	Make sure all staff members have training on restorative practices at the beginning of the year and remind them about it during the year.	Reduction in URFs.
1-8	Teacher members of Equity Steering Committee	Joint faculty/parent equity team continues work begun at National Equity Project institute.	PD and Equity Steering Committee notes and agendas
1-9	Keep families informed of work in classes related to bias, diversity, etc. Assign projects that reinforce these concepts.	Encourage staff to include in their newsletters updates related to bias and diversity.	Teacher newsletters
1-10			
1-11			
1-12			

**District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION**

<b>School Priority ("Big Rock"):</b>	Rigorous Common Core Tasks in Math
<b>School Theory of Action:</b>	If we support students to more fully develop number sense, integrate the mathematical practices into our teaching, and use CCSS to inform lesson-planning, then students will become increasingly able to apply mathematical concepts and procedures to a broad range of problems and will improve their success in their classroom work and on assessments.
<b>Related School Goal(s):</b>	Increase the DF3 in Math on SBAC by 15 points for all students and by 20 points for students with disabilities and African-American students
<b>Students to be Served by these Practices</b>	All Students

<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>
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2-1	Use Common Core State Standards and Math Practices to guide planning in mathematics.	Devote PLC time to planning math instruction. ILT and whole staff to review math benchmark data.	Walk throughs, math benchmarks, Bridges assessments, IABs, PLC time, report cards aggregated both by subgroups and overall.
2-2	Use District-provided Math Expressions curriculum or Bridges Math curriculum in addition to supplemental materials teachers choose (i.e. Math Their Way). Use Frontrowed.com for differentiation and Bridges for intervention.	Provide professional development time for work with mathematics instruction. Provide supplementary math materials, including manipulatives and other curricula as needed. Include freckle.com access to provide opportunities for acceleration for GATE students.	Walk throughs, math benchmarks, Bridges assessments, IABs, PLC time
2-2a	Use math data to assign low performing students to extra math support from part-time teacher.	Provide position and supplemental math materials to intervention teacher.	Walk throughs, math benchmarks.
2-3	Use math data to assign students including students with disabilities, GATE, foster youth, English learners, low income students, African-American and Latino students to receive Tier 1 and Tier 2 support.	Coordinate STIP's schedule to include time for math support. Add .45 TSA to provide math acceleration. Provide for a STIP in the budget. Thoughtfully plan intervention program and assign students to receive support early in the year.	STIP and TSA schedules, walk throughs, math benchmarks, PLC time
2-4	Deepen understanding of Common Core Standards in order to plan more rigorous tasks.	Devote some PD time on Wednesdays to understanding Common Core Standards, revisiting math resources created by TSA as well as learning from our study of Mathematical Mindsets. Provide release time and schedule PLC time to focus on math planning.	Walk throughs, teacher observation and evaluation
2-5	Implement strategies from Mathematical Mindsets.	Collaborate with mental health interns and/or psychologist and special education staff to support students. Provide OUSD funding for psychologist and PTA funding for mental health interns if approved by parent body.	Walk throughs, teacher observation and evaluation
2-6	Provide math homework that involves families in supporting children and understanding CCSS in math.	Plan for and schedule one parent education event regarding math standards (likely PTA funded). Include math program in afterschool offerings (enrichments) as well as access to freckle.com.	Conversations with teachers

2-7	Special education staff should use Common Core Math Standards to plan instruction in support of math goals for their students.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	PD schedule
2-8	Develop strong number sense through heavy use of manipulatives in K classrooms (no TK at this school).	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	Walk throughs, teacher observation and evaluation

*District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum*

<b>School Priority ("Big Rock"):</b>	Standards-Driven Planning in ELA
<b>School Theory of Action:</b>	If we provide all students with quality Tier 1 classroom reading instruction, and if we continue to use the targeted supports of our reading lab and differentiation within the classroom to support and accelerate struggling readers, then we will continue to have improved outcomes in reading for all students while closing the achievement/opportunity gap for African-American students and students with disabilities in particular.
<b>Related School Goal(s):</b>	Increase the DF3 in ELA on SBAC by 15 points and by 20 points for students with disabilities and African-American students Increase percentage all students at or below grade level growing a year or more in reading by 5%, and increase the percentage of African-American and special education students growing a year or more in reading by 8%, using SRI for 3rd-5th graders and F&P for kindergarten and first graders as assessments.
<b>Students to be Served by these Practices</b>	All Students

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
3-1	Providing reading opportunities at students' independent levels for both independent and small group work	Support shared and individual classroom leveled libraries and look for evidence of leveled reading in classrooms. Encourage RSP and classroom teachers to share leveled reading resources.	Lesson plans, walkthroughs



3-2	Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with PTA employee to provide reading support to students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.	Targeted students should be identified within the first month and assigned to Tier 1 and Tier 2 supports. Schedule reading lab, reading shuffle, PTA support in literacy in K classrooms and for 3rd-5th grade students; hire STIP to staff in order to support struggling readers and English learners; gifted students grouped together for advanced word study and/or reading groups	Reading lab and STIP schedules
3-3	Special education staff should use Common Core ELA Standards to plan instruction in support of reading and writing goals for their students.	Include special education staff in all ELA PD and encourage collaboration between general education and special education staff.	PD schedule
3-4	Implement a reader's workshop and keep families informed of student progress in reading. Ensure there are frequent opportunities for students to talk about what they read using academic language and to write about what they read citing evidence from both fiction and nonfiction texts.	Ensure teachers have Lucy Calkins' Reading Workshop curriculum and that reading strategies and skills are taught.	Classroom observations, anchor charts in classrooms, report card comments
3-5	Base instructional literacy program on strong foundational understanding and application of Common Core Standards and adjust teaching strategies to meet the needs of all students, and particularly students with IEPs, based on informal and formal assessments as we prepare students for middle school.	Hold teachers accountable for grade level PLCs around assessment data to identify implications for instruction; schedule time for PLCs to discuss reading data; hire part-time TSA to work with struggling students; review data with SSC	PD schedule
3-6	As part of implementing culturally responsive strategies, include multicultural literature in classroom libraries, including books written in other languages spoken by our students. Encourage appreciation of diverse literature by inviting parents and community members to participate in read-ins (i.e. African-American, Latinx, Asian/Pacific) organized by the Oakland Education Fund.	Encourage teachers and librarian to select new books both for classrooms and school library reflecting the cultures and languages of the school's students and continue work with Culturally Responsive Instruction. Hold book swap, providing free books for all students and budget for purchase of multicultural books both for classrooms and the library.	Examining list of books purchased

3-7	Teach each group of kindergarten students over the course of the first three days, gathering initial data about pre-literacy skills. Schedule year-long reading support from PTA employee in Kindergarten classrooms and as a pullout in K-2.	Plan balanced beginnings and meet with teachers on 3rd day to make balanced final class lists. Kindergarten orientation event for students to spend 20 minutes in each kindergarten class, draw themselves and write names if possible so we get a sense of literacy readiness	Classes lists
3-8	Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read.	Devote some PD time to teaching strategies for reading complex text (difficult sentence structure, sophistication of content)	PD schedule
3-9	Provide supplemental access to classroom libraries to our low income, foster youth and English learners to expand their range of available books to read at home.	Ensure low income and non-English speaking parents know about the book donation box in the office to provide additional access to books to bring home for their libraries	School bulletins
3-10	Encourage student participation among homeless and low income youth in after school programs access to after school programs.	Work with after school programs to ensure scholarships are available for homeless and low income students to participate free of charge.	School bulletins

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	ELD
<b>School Theory of Action:</b>	If we provide dedicated English language instruction and use GLAD strategies with English learners, these students will improve their skills and reclassify on time.
<b>Related School Goal(s):</b>	All eligible students will reclassify as reaching English fluency.
<b>Students to be Served by these Practices</b>	English Learners

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Participate in professional development related to improving ELA instruction for ELL students and implement targeted instruction for English learners as well as GLAD strategies.	Hire STIP to provide release time for teachers' professional development and support ELL students Schedule professional development opportunities as well as reading lab to support English learners.	CELDT, Adept, SRI

4-2	Teachers with English learners in their classes will implement integrated ELD using 2 high-leverage strategies for Integrated ELD: Academic Discussions and Interactive Wordwall.	Teachers to create lessons or units based on grade-level content.	Classroom observations and feedback notes
4-3	As part of implementing culturally responsive strategies, include multicultural literature in classroom libraries, including books written in other languages spoken by our students. Encourage appreciation of diverse literature by inviting parents and community members to participate in read-ins (i.e. African-American, Latinx, Asian/Pacific) organized by the Oakland Education Fund.	Encourage teachers and librarian to select new books both for classrooms and school library reflecting the cultures and languages of the school's students and continue work with Culturally Responsive Instruction. Hold book swap, providing free books for all students and budget for purchase of multicultural books both for classrooms and the library.	Examining list of books purchased
4-4	Teachers of ELLs will engage families at least twice a year in academic goals setting via parent conferences. Teachers will use the ELL Snapshots to discuss student progress and create a plan of action for the student to move towards reclassification with the families.	Model and set the expectation of sharing the EL Snapshot with teachers during teacher PD before conferences.	Observations of goal setting conferences and parent sign-in forms.
4-5	Make frequent use of realia to help TK/K students learn academic language.	Support teachers by making available ample materials and training as needed.	Observations in classrooms

4-6 Connect newcomer student Connect newcomer parents with peer families

Newsletters

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 111

School: Crocker Highlands Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$4,977.37	General Purpose Discretionary	Teacher for Tier 2 math support (.05 FTE added to .95 centrally funded position)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	1110	Teacher Education Enhancement	0.05	Support for all academic and social-emotional practices	111-1
\$13,328.00	General Purpose Discretionary	STIP for ELL and Tier 2 reading support (using dollars from .5 clerical trade)	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries	1513	STIP Teacher	0.40	Support for all academic and social-emotional practices	111-2
\$39,104.92	General Purpose Discretionary	Teacher for Tier 2 math support (.4 FTE)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	6254	STIP Teacher	0.40	Collaborate with mental health interns and/or psychologist and special education staff to support students. Provide OUSD funding for psychologist and PTA funding for mental health interns if approved by parent body.	111-3
\$2,900.00	General Purpose Discretionary	Office and classroom supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Support for all academic and social-emotional practices	111-4
\$3,241.00	General Purpose Discretionary	Copy paper	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Coordinate STIP's schedule to include time for math support. Add .45 TSA to provide math acceleration. Provide for a STIP in the budget. Thoughtfully plan intervention program and assign students to receive support early in the year.	111-5
\$24,302.00	General Purpose Discretionary	School psychologist	Goal 2: Students are proficient in state academic standards.	5734	School Psychologist		n/a	0.20	Coordinate STIP's schedule to include time for math support. Add .45 TSA to provide math acceleration. Provide for a STIP in the budget. Thoughtfully plan intervention program and assign students to receive support early in the year.	111-6
\$2,895.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreement		n/a		Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read.	111-7

\$23,001.28	LCFF Supplemental	STIP for ELL and Tier 2 reading support	Goal 4: English Learners are reaching fluency.	1105	Certificated Teachers' Salaries	1513	STIP Teacher	0.60	Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read.	111-8
\$318.00	LCFF Supplemental	Supplies to support ELLs	Goal 4: English Learners are reaching fluency.	4310	School Office Supplies		n/a		Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read.	111-9



**STATE AND FEDERAL PROGRAMS**

**2018-2019**

**School Site Council Membership Roster – Elementary**

School Name: Crocker Highlands

Chairperson : Tali Levy
Vice Chairperson: JB John Baptiste
Secretary: Ken Ikeda

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Jocelyn Kelleher	X			
Ruchira Wijayaratne		X		
Naomi Bernstein		X		
Melanie Schane		X		
Amy Carman			X	
JB John-Baptiste				X
Dennis Quirin				X
Ken Ikeda				X
Tali Levy				X
Kathy Wong				X

Meeting Schedule (day/month/time)	November 15 @ 4 pm (La Escuelita), December 19 @ 4 pm (Room 11), following meetings TBD [Varies]
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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