

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 22, 2016

To: Board of Education

From: Antwan Wilson, Superintendent
Allen Smith, Chief of Schools
Vernon Hal, Senior Business Officer
Ruth Alahydoian, Chief Financial Officer
Marcus Silvi, Officer, Office of Accountability Partners

Re: 2016 – 2017 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School.

Background:

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

Discussion:

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

Recommendation:

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School.



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

2016-2017 Single Plan for Student Achievement (SPSA)

School: Crocker Highlands Elementary School
CDS Code: 1612596001754
Principal: Jocelyn Kelleher
Date of this revision: 5/11/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement 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
jocelyn.kelleher@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/22/2016

OAKLAND UNIFIED SCHOOL DISTRICT
Antwan Wilson, Superintendent
James Harris, Board President

2016-2017 Single Plan for Student Achievement Recommendations and Assurances

School Site:

Crocker Highlands Elementary School

Site Number: 111

- | | | |
|--|---|---------------------------------------|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/17/16

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

- Fliers in students' home languages Announcement at a public meeting Other (Notices, Media Announcements, etc.)

Signatures:

| | | |
|--|--------------------------------------|------------------------|
| <u>Jocelyn Kelleher</u> Print name of School Principal | <u>Jocelyn Kelleher</u> Signature | <u>5/17/16</u> Date |
| <u>Todd Brantley</u> Print name of SSC Chairperson | <u>Todd Brantley</u> Signature | <u>5/17/16</u> Date |
| <u>Sara Stone</u> Print name of Network Superintendent | <u>Sara Stone</u> Signature | <u>5/26/16</u> Date |
| <u>Ruth Alahydoian</u> Ruth Alahydoian, Chief Financial Officer | <u>Ruth Alahydoian</u> Signature | <u>5-26-16</u> Date |

2016-2017 Final Budget

Programs Included in This Plan

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

| State Programs | Projected Budget | Final Budget |
|--|--------------------|---------------|
| Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000 | \$45,396.51 | TBD |
| Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002 | \$26,252.20 | TBD |
| Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003 | \$0.00 | TBD |
| After School Education and Safety Program (FTE Only) ... ASES #6010 | \$0.00 | TBD |
| TOTAL: | \$71,648.71 | \$0.00 |

| Federal Programs | Projected Budget | Final Budget |
|--|------------------|---------------|
| Title I, Part A: Schoolwide Program ... Title I Resource #3010 | \$0.00 | TBD |
| Title I, Part A: Parent Engagement Activities ... Title I Resource #3010 | \$0.00 | TBD |
| 21st Century Community Learning Centers (FTE only) ... Title IV Resource #4124 | \$0.00 | TBD |
| TOTAL: | \$0.00 | \$0.00 |

ABOUT THIS SCHOOL

School Description

Crocker Highlands Elementary School is located in the beautiful Crocker Highlands neighborhood of Oakland, just up the hill from Lakeshore Avenue. Approximately 70% of our students live in the neighborhood, and 30% join us from other parts of the city. Our families and staff are devoted to our students, and as a result, our kids experience a lot of success both in and out of the classrooms. Visitors to our site note the positive tone that permeates.

School Mission and Vision

Our School Site Council is currently working on revising our Vision and Mission statements. What we currently have in place are:

Mission:

Crocker Highlands Elementary School strives to become a world-class public school, dedicated to achieving equitable outcomes for all students by providing a rich learning experience that promotes academic excellence, inspires personal and social responsibility, acknowledges and supports diverse styles of learning, and fosters enthusiasm for 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.

MAJOR IMPROVEMENT PRIORITIES

| | |
|---------------------------------------|---|
| Major Improvement Priority #1: | Standards-Driven Planning in ELA |
| Major Improvement Priority #2: | Rigorous Common Core Tasks in Math |
| Major Improvement Priority #3: | Standards-Driven Planning: Becoming familiar with NGSS |

MAJOR IMPROVEMENT PRIORITY #1: Standards-Driven Planning in ELA

PERFORMANCE STRENGTHS & CHALLENGES for Priority #1

| Student Performance Strengths | Student Performance Challenges |
|---|--|
| Large majority of students achieve at or above grade level in reading | Achievement gaps between African-American and other student groups |
| High reclassification rate of EL students | Bringing all students to grade level or above is challenging |

| | |
|--|---|
| Majority of students achieved proficiency on SBAC ELA. | Few low-income students achieved proficiency on SBAC ELA. |
|--|---|

ROOT CAUSE ANALYSIS for Priority #1

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

We opened a reading lab in 2014-15, working primarily with our 1st and 2nd grade students. In addition, these grade levels are providing targeted word work instruction 3 days per week for groups of kids at their levels. According to SRI, those students are doing well; at the mid-year point, 2/3 of this year's second grade is already reading at or above grade level, and 94.5% of this year's third grade already has achieved at or above grade level. We have expanded the program this year to include work with 4th and 5th grade students, and we are also piloting an online program (Lexia) to help our most struggling readers. At the midyear point, almost 3/4 of our 4th graders and 4/5 of our 5th graders are reading at or above grade level. We have also improved in our ability to teach a balanced literacy, reading workshop program school-wide. We have reduced our achievement gap for African-American students from 68.4% proficient or above to 71% proficient or above at the midyear point. There was a wide achievement gap between low-income and other students on SBAC ELA.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Why 1: We focused resources last year and this year on differentiated reading instruction for 1st/2nd grade. Why 2: We are piloting a new online program to support 2nd - 5th grade struggling readers. Why 3: Our reading lab is reaching more of our older students. Why 4: Our low-income students might have less access at home to technology; this might have led to less familiarity with using the chromebooks, which could partially explain the achievement gap on SBAC. Why 5: We did not have enough time for students to practice on Chromebooks in 2014-15 but have been able to give at least weekly opportunities to our 3rd - 5th grade students this year.

STUDENT PERFORMANCE GOAL(S) for Priority #1

| Goal Area | Main Goal <i>(required)</i> | Related SPF Indicator | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal |
|-----------------|---|-----------------------|----------------------------|------------------------|----------------------|----------------------|--|
| Academic Domain | Maintain the number of students in Grades 2-5 scoring proficient or above grade level on SRI | SRI | All Students | 83.6% | 85% | 90% | 3: Students are reading at or above grade level. |
| Goal Area | Related Sub-Goals <i>(optional)</i> | Related Indicator | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal |
| Academic | Maintain the number of students schoolwide reading at or above grade level as measured by Fountas and Pinnell running records | F&P | All Students | 80% | 80% | 85% | 3: Students are reading at or above grade level. |
| Academic | Reduce the gap between the numbers of African-American and other student groups reading at or above grade level | SRI | African- American Students | 68.4% | 72% | 75% | 3: Students are reading at or above grade level. |

| | | | | | | | |
|----------|--|----------|----------------------|-----|-----|-----|---|
| Academic | Reduce the achievement gap between low-income and other student groups | SBAC ELA | Low- Income Students | 10% | 13% | 17% | 2: Students are proficient in state academic standards. |
|----------|--|----------|----------------------|-----|-----|-----|---|

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #1

Major Improvement Strategy for this priority: *Teachers use Common Core State Standards for ELA to plan instructional units, lesson plans and formative assessments both in reading and writing.*

KEY PRACTICES FOR PRIORITY #1

| Teaching Practices | Leadership Practices | Organizational Practices <i>People Teams Time Resources</i> |
|---|---|--|
| Providing reading opportunities at students' independent levels | Bring LEXIA as a pilot to help most struggling readers | Schedule reading lab |
| Leading guided reading groups at students' instructional levels | Observing classrooms and providing feedback to teachers about implementation of new strategies | Schedule reading shuffle |
| Implementing the CAFE approach to teaching reading strategies | Supporting and facilitating professional development in Balanced Literacy | Added books to leveled libraries coming from OUSD |
| Adjusting teaching strategies to meet the needs of students based on informal and formal assessments | Facilitating grade level meetings around assessment data to identify implications for instruction | Mosaic Day and Night events that encourage use of multicultural literature and celebration of ethnic and linguistic diversity |
| Base instructional program on strong foundational understanding of Common Core Standards | Facilitate review of data with SSC and ILT | Plan for and purchase needed classroom and office supplies to support classroom instruction and school effectiveness. |
| 2nd and 3rd graders research and write about significant person in history for the Living History Museum project; work done both in and outside of school day | Facilitate review of Common Core Standards during PD | First 3 days of school are "Balanced Beginnings." All students rotate through the three kindergarten classrooms to get to know all three teachers. This gives us time to do early literacy assessments and create balanced classes. It |
| Use Lucy Calkins Writers and Readers Workshop curriculum to support ELA development | Continue to broaden multiculturalism in school library choices | In May or June, hold a Kindergarten Orientation event for students to spend an 20 minutes in each kindergarten class. Students will be asked to draw themselves and write their names if possible. |
| | Include books written in Spanish in school library | On the Saturday before school starts, organize a newcomers' potluck on the playground at school. |

| | | |
|--|--|--|
| | ILT to share learning around Culturally Responsive Instruction with staff | |
| | Organize book swap in the fall to provide free reading books to all students; this will help homeless and foster youth | |

MAJOR IMPROVEMENT PRIORITY #2: Rigorous Common Core Tasks in Math

| PERFORMANCE STRENGTHS & CHALLENGES for Priority #2 | |
|--|---|
| Student Performance Strengths | Student Performance Challenges |
| 60% of students achieved proficiency on SBAC Math. | Very few low-income students achieved proficiency on SBAC Math. |
| Majority of students are proficient on benchmarks | Multi-step problems are difficult for many students |
| | |

| ROOT CAUSE ANALYSIS for Priority #2 |
|--|
| What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices? |
| Common Core aligned instruction in math began in 2014-15, so the students who were tested on SBAC in 3rd - 5th grade had little experience with the shifts in math expectations and instruction. They also had never taken math tests on a computer before. In addition, teachers were still learning about Common Core Standards and adjusting to new curriculum. In 2015-16, we used discretionary funds to hire a .4 Math TSA, who has provided professional development, organized new resources, and worked with small groups of students to improve instruction. We anticipate seeing improvement in math achievement by the end of 2015-16. |
| Given this analysis of our practices, what are some of the key root causes for performance challenges identified above? |
| Why 1: Students had little experience with multi-step word problems. Why 2: Students had little experience explaining their thinking in math. Why 3: Students had little experience showing their thinking using models. Why 4: Common Core State Standards in Math are radically different from previous standards, and the teachers were less familiar with the new standards as well as the new curriculum. |

| STUDENT PERFORMANCE GOAL(S) for Priority #2 | | | | | | | |
|---|--|-----------------------|---------------------|------------------------|----------------------|----------------------|---|
| Goal Area | Main Goal (<i>required</i>) | Related SPF Indicator | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal |
| Academic Domain | Reach 70% proficiency on SBAC math sections in grades 3 through 5. | SBAC Math | All Students | 60.8% | 65% | 70% | 2: Students are proficient in state academic standards. |
| Goal Area | Related Sub-Goals (<i>optional</i>) | Related Indicator | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal |

| | | | | | | | |
|----------|--|------------|----------------------------|---------------|-----|-----|---|
| Academic | Maintain or improve the math proficiency rate as measured by OUSD benchmark assessments. | Math C-EOU | All Students | Not available | 70% | 75% | 1: Graduates are college and career ready. |
| Academic | Reduce achievement gap between low-income and other students on SBAC Math | SBAC Math | Low- Income Students | 10% | 13% | 17% | 2: Students are proficient in state academic standards. |
| Academic | Reduce achievement gap between African-American and other students on SBAC math | SBAC Math | African- American Students | 32.3% | 36% | 40% | 2: Students are proficient in state academic standards. |

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #2

Major Improvement Strategy for this priority: *Teachers design and/or implement DOK 2-4 tasks that require students to use academic language and construction models to communicate procedural and conceptual understanding of mathematics.*

KEY PRACTICES FOR PRIORITY #2

| Teaching Practices | Leadership Practices | Organizational Practices <i>People Teams Time Resources</i> |
|---|---|--|
| Make sure to know the OUSD pacing guide in August and keep watching how well we're keeping pace | Hold teachers accountable for following pacing guide to the best of their ability. | Hire STIP to support students on math in small groups |
| Use District-provided Core Curricular plans to guide instruction and assessment | Provide institutional subscription to National Council of Mathematics journal (paid for out of 2014-15 funds) for use by all teachers | ILT and whole staff to review math benchmark data |
| Use District-provided Math Expressions curriculum in addition to supplemental materials teachers choose (i.e. Math Their Way) | Provide professional development time for work with mathematics instruction | Schedule Chrome books to facilitate use of online math programs in classrooms and after school |
| Some teachers pilot use Kahn Academy, ALEKS, and/or Frontrowed.com dashboard to differentiate instruction and assessment as a way of personalizing learning | Remind teachers of resources on Google drive created by Math TSA in 2015-16 | Family Math Night with Lawrence Hall of Science |
| Use math data to assign students to receive math lab support | Work with TSA to create schedule that balances work with students and support for teachers | |
| Deepen understanding of Common Core Standards | Devote some PD time on Wednesdays to understanding Common Core Standards | |
| | All faculty and administrator discuss Mathematical Mindsets.. | |
| | Provide mental health interns to support students. | |

MAJOR IMPROVEMENT PRIORITY #3:

Standards-Driven Planning: Becoming familiar with NGSS

PERFORMANCE STRENGTHS & CHALLENGES for Priority #3

| Student Performance Strengths | Student Performance Challenges |
|---|--|
| About 88% of students were above or at benchmark on SIRA. | No data available on NGSS skills because curriculum has not been adopted |
| | |
| | |

ROOT CAUSE ANALYSIS for Priority #3

What do the data say about our organizational, leadership, and teacher practices for this improvement priority, and how well are we implementing these practices?

We have a science lead teacher who will provide professional development for our teachers in understanding cross-cutting concepts and figuring out ways to start integrating them into existing curriculum as a bridge to what's to come in science. In Spring 2016, every class is also implementing an engineering unit from Engineering is Elementary, as a way to ensure consistency across a grade levels and purposeful inclusion of engineering experiences for our students.

Given this analysis of our practices, what are some of the key root causes for performance challenges identified above?

Why 1: Work in OUSD has just begun on helping teachers to understand NGSS. According to the National Science Foundation, we are in the beginning stages of developing curriculum that is aligned to NGSS. Though our teachers will not have updated FOSS kits for at least two years.
 Why 2: Most teachers have little prior experience with the engineering process.

STUDENT PERFORMANCE GOAL(S) for Priority #3

| Goal Area | Main Goal (<i>required</i>) | Related SPF Indicator | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal |
|-----------------|--|-------------------------|---------------------|------------------------|----------------------|----------------------|--|
| Academic Domain | 100% of students will successfully complete an engineering project as measured by teacher-created rubrics. | Teacher- created rubric | All Students | n/a | n/a | 100% | 1: Graduates are college and career ready. |
| Goal Area | Related Sub-Goals (<i>optional</i>) | Related Indicator | Focal Student Group | 2014-2015 EOY Baseline | 2015-2016 EOY Target | 2016-2017 EOY Target | Related LCAP Goal |
| Academic | Students in 3rd - 5th grade take SIRA three times per year. | SIRA | All Students | None available | 88% | 90% | 1: Graduates are college and career ready. |

MAJOR IMPROVEMENT STRATEGY FOR PRIORITY #3

Major Improvement Strategy for this priority:

Teachers become familiar with NGSS standards and start integrating cross-cutting concepts into lesson planning.

KEY PRACTICES FOR PRIORITY #3

| Teaching Practices | Leadership Practices | Organizational Practices <i>People Teams Time Resources</i> |
|--|---|--|
| Teach Engineering is Elementary unit. | Attend PD for leaders about NGSS | Science lead teacher supports integration of NGSS in and out of classrooms |
| Teach a cross-cutting concept each month. | Ask science lead teacher to provide PD in NGSS | Encourage teachers to attend outside science PD |
| Look for ways to integrate cross-cutting concepts into current FOSS curriculum | Encourage teachers to sign up for PD offered by OUSD Science Department | Family Science Night |
| Hold Science Fair and provide instruction in advance of it | | |

| Budget Amount | Budget Resource | Budget Action | Associated Key Practice | Associated LCAP Action Area | Object Code | Position Title | UPC | FTE | Budget Action Number | School ID |
|---------------|-------------------------------|--|---|---|-------------|--------------------------------|------------|------|----------------------|-----------|
| \$2,500.00 | General Purpose Discretionary | TGDS supports teachers in improving their instruction in all 3 of our focus areas. Some of this money will pay for the alternate observer. We also use some of this money to give a stipend to the teacher in charge. We do not have a TSA or AP, so this is a needed position when the principal is off-site. | Observing classrooms and providing feedback to teachers about implementation of new strategies | A2.1: Implementation of CCSS & NGSS | 1120 | n/a | n/a | n/a | 111-1 | 111 |
| \$18,100.00 | General Purpose Discretionary | Providing teachers with time to meet in PLCs and to administer F&P is critical. Hiring subs allows us to meet these obligations. | Facilitating grade level meetings around assessment data to identify implications for instruction | A2.8: Data & Assessment | 1150 | n/a | n/a | n/a | 111-2 | 111 |
| \$7,000.00 | General Purpose Discretionary | This money pays for new books for our library as well as subscriptions to online databases and apps accessible to all students. | Providing reading opportunities at students' independent levels | A3.2: Reading Intervention | 4200 | n/a | n/a | n/a | 111-3 | 111 |
| \$9,036.88 | General Purpose Discretionary | This money pays for needed classroom and office supplies. | Plan for and purchase needed classroom and office supplies to support classroom instruction and school effectiveness. | A2.3: Standards-Aligned Learning Materials | 4310 | n/a | n/a | n/a | 111-4 | 111 |
| \$2,759.63 | General Purpose Discretionary | This will go towards providing replacement or additional hardware for use in student classrooms to support reading, writing, research and math learning. | Some teachers pilot use Kahn Academy, ALEKS, and/or Frontrowed.com dashboard to differentiate instruction and assessment as a way of personalizing learning | A3.1: Blended Learning | 4420 | n/a | n/a | n/a | 111-5 | 111 |
| \$6,000.00 | General Purpose Discretionary | This pays for our school photocopiers. | Plan for and purchase needed classroom and office supplies to support classroom instruction and school effectiveness. | A2.3: Standards-Aligned Learning Materials | 5610 | n/a | n/a | n/a | 111-6 | 111 |
| \$6,489.47 | LCFF Supplemental | This money pays for .05 teacher time so that our art prep teacher (a former classroom teacher) can provide math instruction to the 4th graders in our 4th/5th grade combination class. | Use District-provided Math Expressions curriculum in addition to supplemental materials teachers choose (i.e. Math Their Way) | A2.7: Class Size Reduction | n/a | TCHR EDUC ENHNCMNT/INTVNT PROG | TCEEIP0029 | 0.05 | 111-7 | 111 |
| \$18,000.00 | LCFF Supplemental | MTSS-Mental Health support for students in need | Provide mental health interns to support students. | A5.2: Health and Wellness (Mental & Physical Health) | 5739 | n/a | n/a | n/a | 111-8 | 111 |
| \$1,762.73 | LCFF Supplemental | This money pays for needed classroom and office supplies. | Plan for and purchase needed classroom and office supplies to support classroom instruction and school effectiveness. | A2.3: Standards-Aligned Learning Materials | 4310 | n/a | n/a | n/a | 111-9 | 111 |
| \$8,403.38 | Measure G (TGDS) | Two STIP subs will support our ability to have a reading lab and math lab, as well as to provide support in science instruction at the upper grades and to provide release time for TGDS work. | Hire STIP to support students on math in small groups | A2.1: Implementation of CCSS & NGSS | n/a | TEACHER STIP | TCSTIP0431 | 0.22 | 111-10 | 111 |
| \$7,500.00 | Measure G (TGDS) | TGDS supports teachers in improving their instruction in all 3 of our focus areas. Some of this money will pay for the alternate observer. We also use some of this money to give a stipend to the teacher in charge. We do not have a TSA or AP, so this is a needed position when the principal is off-site. | Observing classrooms and providing feedback to teachers about implementation of new strategies | A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual) | 1120 | n/a | n/a | n/a | 111-11 | 111 |
| \$332.87 | Measure G (TGDS) | This money pays for needed classroom and office supplies. | Plan for and purchase needed classroom and office supplies to support classroom instruction and school effectiveness. | A2.3: Standards-Aligned Learning Materials | 4310 | n/a | n/a | n/a | 111-12 | 111 |
| \$10,746.63 | Program Investment | Two STIP subs will support our ability to have a reading lab and math lab, as well as to provide support in science instruction at the upper grades and to provide release time for TGDS work. | Hire STIP to support students on math in small groups | A2.1: Implementation of CCSS & NGSS | n/a | TEACHER STIP | TCSTIP9999 | 0.22 | 111-13 | 111 |
| \$13,253.35 | Program Investment | This money pays for needed classroom and office supplies. | Plan for and purchase needed classroom and office supplies to support classroom instruction and school effectiveness. | A2.3: Standards-Aligned Learning Materials | 4310 | n/a | n/a | n/a | 111-14 | 111 |
| \$2,340.02 | Program Investment | It is important to budget funding to replace some desks, chairs, bookcases, etc. | Plan for and purchase needed classroom and office supplies to support classroom instruction and school effectiveness. | A5.3: School Facilities | 4432 | n/a | n/a | n/a | 111-15 | 111 |

2016-2017

CROCKER HIGHLANDS ELEMENTARY SCHOOL HOME SCHOOL COMPACT

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

| Each Teacher/Staff Member Commits To: | Each Parent/Guardian Commits To: | Each Student Commits To: |
|---|--|---|
| <ul style="list-style-type: none"> ❖ Providing meaningful and rigorous instruction in a supportive and safe environment in an effort to build lifelong learners ❖ Promoting cooperation and the understanding that each child has a unique background and experience ❖ Holding parent-teacher conferences to share student progress, discuss strategies, and set goals ❖ Facilitating student reflection about academic and social progress ❖ Communicating regularly through notices, classroom newsletters and school-wide bulletins ❖ Encouraging parent participation in classroom and school-wide events, activities, and projects. ❖ Proactively communicating with individual families ❖ Embodying the Crocker Cougar values | <ul style="list-style-type: none"> ❖ Making sure his/her child arrives at school each day on time and ready to learn ❖ Providing a quiet study place for his/her child to complete homework ❖ Making sure his/her child is reading or read to daily, limiting television and video time during the week ❖ Reading and returning school communications and forms ❖ Trying to attend Back-to-School Night, parent-teacher conferences, Open House, and following up with the teacher if attending is not possible ❖ Providing updated emergency contacts and information as needed ❖ Supporting school events ❖ Proactively communicating with teachers about his/her child ❖ Embodying the Crocker Cougar values | <ul style="list-style-type: none"> ❖ Arriving at school on time and ready to learn ❖ Completing and returning all homework as well as signed school communications on time ❖ Understanding and following school-wide and classroom guidelines, responsibilities, routines, and procedures ❖ Listening to and following directions ❖ Maintaining the physical and emotional safety of self and others ❖ Respecting the rights and property of others ❖ Always trying his or her best ❖ Cooperating with adults and students ❖ Recycling, composting and helping to keep the whole school litter-free ❖ Embodying the Crocker Cougar values |
| <ul style="list-style-type: none"> ❖ Proactively communicating with individual families ❖ Embodying the Crocker Cougar values | <ul style="list-style-type: none"> ❖ Proactively communicating with teachers about his/her child ❖ Embodying the Crocker Cougar values | <ul style="list-style-type: none"> ❖ Recycling, composting and helping to keep the whole school litter-free ❖ Embodying the Crocker Cougar values |

Signed

Signed

Crocker Highlands Elementary
School Parent/guardian Involvement Policy: Adopted May 17, 2016
Adjust parent/guardian/guardian everyone

Crocker Highlands agrees to implement the following statutory requirements:

- The school will jointly develop with parents/guardians and distribute to parents/guardians, a Home School Compact that school and parents/guardians of participating children agree on.
- The school will notify parents/guardians about the Home School Compact in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents/guardians in a language the parents/guardians 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/guardians and the school.
- The school will adopt the school's Home-School compact as a component of its School Parent/guardian Involvement Policy.
- The school agrees to be governed by the following statutory definition of parent/guardian involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

- That parents/guardians play an integral role in assisting their child's learning
- That parents/guardians are encouraged to be actively involved in their child's education at school
- That parents/guardians 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.
- That parents/guardians play a role in collaborating with school staff to contribute to the health and safety of their own children as well as to the school community

Building Parent/guardian Capacity for Involvement

Crocker Highlands engages parents/guardians in meaningful interactions with the school. It supports a partnership among staff, parents/guardians, and the community to improve student academic achievement. To help reach these goals, we do the following:

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

- Invite all parents/guardians to participate in SSC meetings
- Invite all parents/guardians to participate in PTA meetings
- All family information is posted, sent out via email and is available as hard copy

- Room parents/guardians for each class disseminate some school information
- SSC, staff and PTA review programs to determine effectiveness
- Benchmark Assessment data shared at parent/guardian conferences

2) Assist all parents/guardians 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/guardians of children served by the school in understanding the following topics:

- The State of California Common Core Standards (academic content)
- 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.

Teachers share benchmark data with families, and the report from the 2012-2013 School Quality Review is available on the district's website. It was also distributed to the School Site Council in 2013-2014.

3) Provide materials and training to help all parents/guardians work with their children to improve their children's academic achievement.

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

4) Educate staff, with the assistance of all parents/guardians, on the value of parent/guardian contributions and how to work with parents/guardians as equal partners.

- Staff Professional Development
- SSC meetings
- PTA meetings

5) Coordinate and integrate all parent/guardian activities that encourage and support parents/guardians to more fully participate in the education of their children.

- Parent/guardian 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/guardians

- Parent/guardian Education Nights
- Academic Enrichment Activities: Science Fair, Living Museum, Oratorical Fest, Kindergarten Celebrations, LHS Math Night

6) Distribute program information related to school and parent/guardian programs, meetings, and other activities in a form and language that the parents/guardians understand.

- School Bulletin
- School website
- Yahoo Group Announcements
- Room Parent/guardian communication
- Classroom Newsletters
- Bulletin boards

7) Provide support, during regularly scheduled meetings for parent/guardian activities requested by parents/guardians.

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

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

- Additional Minimum Days for teacher-parent/guardian conferences
- Student Study Team Meetings
- Parent/guardian Education Nights
- PTA — involvement through committees
- School Site Council — all are welcome

9) Accessibility: Provide opportunities for all parents/guardians to participate, including parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory students. This includes providing information and school reports in a form and language parents/guardians understand.

We utilize parents/guardians within the community and/or OUSD's Translation Services department to translate documents and conversations/meetings as needed. We have an elevator for parents/guardians with mobility issues so they can access all parts of our campus.


Home School Compact Adoption

Crocker Highlands has jointly developed with and distributed to all parents/guardians a Home-School Compact that outlines how parents/guardians, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents/guardians will develop a partnership to help children reach proficiency on the California content standards.

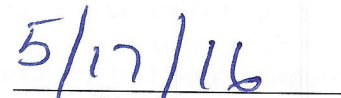
The School Site Council (SSC) wrote the previous Home School Compact during the 2015-16 school year and distributed it in October 2015.

This version of the policy was adopted by the Crocker Highlands School Site Council on May 17, 2016 and will be in effect for the period of one year. It will be posted on the school's website and distributed to families no later than October 2016.

The School Site Council will revisit the Home School Compact in the spring of 2017. The approved document will be posted on the school's website for the community's benefit immediately thereafter and distributed to all parents/guardians no later than October 2016. Crocker Highlands' notification to the community of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.



(Principal's Signature)



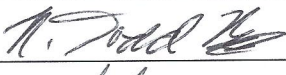

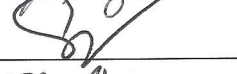
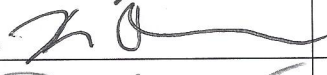
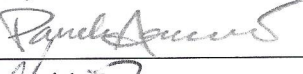
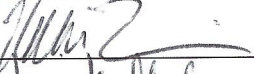


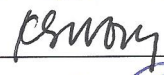
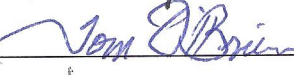
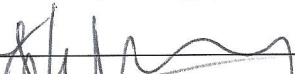




(Date)

School Site Council Sign-in Sheet

School Name: Crocker Highlands

School Year: 2015-2016

Meeting Date: September 16, 2015

| Printed Name | Signature | Staff | Parent or Community |
|------------------|---|------------------|---------------------|
| Todd Brantley |  | | Parent |
| HEATHER SAWITZKE |  | | Parent |
| GARY McCOY |  | | Parent |
| Kristin Wilson |  | | Parent |
| Pam Asuncion |  | Teacher | |
| Naomi Bernstein |  | teacher | |
| Jodi Kelleher |  | Principal | |
| Rhonda Smith |  | Attendance Clerk | |
| Kathy Wong |  | | Community |
| Tom O'Brien |  | TEACHER | |
| Vivian Chang |  | | parent |
| Jim McSilva |  | | parent |
| Sara Stone |  | | OUSD |
| Kira Lancaster |  | parent | → |
| Ushie Sanyal |  | coach | Community |