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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Crocker Highlands Elementary School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School



2021-2022 School Plan for Student Achievement (SPSA)

School: Crocker Highlands Elementary School
CDS Code: 1612596001754
Principal: Jocelyn Kelleher
Date of this revision: 5/24/2021

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	Position: Principal
Address: 525 Midcrest Road Oakland, CA 94610	Telephone: 510-451-5900
	Email: jocelyn.kelleher@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & 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"/> Early Literacy Support Block Grant (ELSBG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 5/24/21

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

- Flyers in students' home languages
 Announcement at a public meeting

Signatures:

Josephyn Kelleher

Principal

Michael John-Baptiste

SSC Chairperson

Kathleen Arnold

Network Superintendent

Lis Spielman

Director, Strategic Resource Planning

Joseph Kelleher

Signature

Michael John-Baptiste

K. Arnold

Signature

Lis Spielman

Signature

Other (notices, media announcements, etc.)
 Newsletter via Parent Square - translates into multiple languages

5/25/21

Date

6/1/2021

Date

June 4, 2021

Date

6/7/21

Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/18/2020	SSC	Reviewed Sense of Belonging section of 2020-21 SPSA
12/16/2020	SSC	Review ELA section of 2020-21 SPSA and examined fall academic reading data
1/27/2020	SSC	Reviewed winter data in fuller detail and looked at new SPSA template and timeline
2/8/2021	Faculty	Discussed Needs Assessment & Annual Review and Update from 2021-22 SPSA
2/11/2021	Leadership Team	Discussed goals & actions for 2021-22
2/24/2021	SSC	Reviewed budget
3/24/2021	SSC	Reviewed draft of plan
4/28/2021	SSC	Revised plan
5/24/2021	SSC	Data review, reviewed and voted on plan

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

In addition to the actions outlined in this plan, Oakland Unified School District also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2021-2022 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	\$75,390.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$26,940.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$48,450.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (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
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$75,390.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$75,390.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT		
1A: ABOUT THE SCHOOL		
School: Crocker Highlands Elementary School		School ID: 111
School Description		
<p>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.</p>		
School Mission and Vision		
<p>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.</p> <p>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.</p>		
1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	100% of kindergarten at grade level on iReady in January 2021; 83% of 1st/2nd graders at grade level on iReady in January 2021; 84% of students scoring at or above grade level on SRI by winter 2021; Average SRI growth of 76 points by winter - on track for 100+ by end of year	Students exposed to literacy before kindergarten and continue to be encouraged by school and family to read; strong reading instruction; full-time PTA funded librarian, reading
<i>Focal Student Supports</i>	SRI growth for Black students: 69% at grade level in fall to 78% in winter; for Latinx students from 80% to 88%;	COST meets weekly, focal students for each teacher, reading specialist funded by PTA, .45 FTE for extra math support, ELL instruction
<i>Student/Family Supports</i>	Families know who to ask for extra help, teachers in regular communication with families, weekly newsletter from the school, responsive principal	Family Navigator, affinity groups, PTA funded counselors, reading specialist, PTA funded aides, STIP for ELL support
<i>Staff Supports</i>	Prioritizing kindergarten aides in budgeting, providing teachers with access to school during COVID, availability of administrator to respond to staff needs, staff memos	PDs are responsive to what teachers request, PTA -funded aides in kindergarten, grade level collaboration, principal availability
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	53% of Special Education students and 63% of Black students scored at or above grade level on iReady mid-year, compared with 86% of Asian, 81% of white, 73% Latinx	Incomplete data, as many 1st graders did not take iReady the 2nd time; many students are already well above grade level; others

<i>Focal Student Supports</i>	67% of English learners at grade level, down from 78% in fall; 57% of Black students at grade level on fall iReady with no change in winter. Caveat - only about 75% of students took winter assessment	Distance learning context, some students not coming to Tier 2 support sessions; fewer opportunities for ELLs to practice English, limited access to print materials for some students
<i>Student/Family Supports</i>	Not all are hooked up to support, keeping track of schedules, having enough support to fully differentiate and have small groups	Inadequate resources, staffing
<i>Staff Supports</i>	Ability to collaborate during pandemic, curriculum gaps	Can't be in the same physical spaces

1C: 20-21 STUDENT GOALS & TARGETS

Goal 1: All students graduate college, career, and community ready.

School Goal for May 2024: By May 2024, 90% of students will be reading at or above grade level as measured by iReady ELA and Math diagnostics and SBAC.

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
K at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	90.0%	90.0%
Grade 1 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	90.0%	90.0%
Grade 2 at or above Mid-Grade (i-Ready)	All Students	TBD	n/a	90.0%	90.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	62 (Spring 2019)	n/a	77 DF3
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	36.0%	51.0%	56.0%
iReady Diagnostic	All Students	n/a	n/a	80%	80%
Curriculum-Embedded Formative Assessments (ELA)	All Students	n/a	n/a	n/a	n/a

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	61.8
iReady Diagnostic	All Students	n/a	n/a	75%	75%
CAST (Science) at or above Standard	All Students	TBD	68.6%	n/a	70%
Curriculum-Embedded Formative Assessments (Math)	All Students	n/a	n/a	n/a	n/a

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for May 2024: By May 2024, African-American students and students with disabilities will grow by 1 to 1.5 years as measured by iReady ELA and math diagnostics and SBAC.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-30 (Spring 2019)	n/a	-10 points DF3
SBAC ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	79.6
iReady Diagnostic	Students with Disabilities	n/a	n/a	55.0%	58%
IAB ELA	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	70.0%	75%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-25 (Spring 2019)	n/a	-5 DF3
SBAC Math	African-American Students	Please choose a focal student group at left.	Please choose a focal student group at left.	Please choose a focal student group at left.	52.8
iReady Diagnostic	Students with Disabilities	n/a	n/a	40.0%	45.0%

iReady Diagnostic	African-American Students	Please choose a focal student group at left.	n/a	60%	65.0%
Instructional Focus Goal: <i>English Learner students continuously develop their language, reaching English fluency in six years or less.</i>					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	66.7%	n/a	83.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	100%

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

School Goal for May 2024: 90% of families and students will report feeling connected to the school on CHKS.

Instructional Focus Goal: *All students build relationships to feel connected and engaged in learning.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	81.1%	85.0%	90.0%
Suspensions	All Students	-2pp	0.2%	0.0%	0.0%
Suspensions	African-American Students	-2pp	0.0%	0.0%	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	0.0%	0.0%
Chronic Absence	All Students	-2pp	1.7%	2.0%	2.0%
Chronic Absence	African-American Students	-2pp	11.1%	12.0%	10.0%
UCP Complaints	All Students	n/a	0	0	0

Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.

School Goal for May 2024: 90% of staff members will report satisfaction with professional development and will stay in their jobs for the next year.

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	75%
Teacher Retention	All Teachers	n/a	80.0%	90.0%	90.0%

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Our students have less access to district funding than their counterparts in OUSD and receive no federal funding. We rely on the PTA to raise money to get us near to the level of funding that our counterparts at Title 1 schools receive. Most of our students have access to effective and experienced teachers. Almost all of Crocker's teachers are fully credentialed, and most come to Crocker with some prior teaching experience. Many have additional degrees and/or other professional experience before becoming teachers. We have used site funds in conjunction with PTA donations to provide Tier 2 supports such as reading and math intervention, counseling interns, a librarian, and a part-time psychologist. All of our students have equal access to programs and supports provided by our school.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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 School: School		SPSA Year Reviewed: 2020-21	SPSA Link: 20-21 SPSA
2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)			
20-21 Conditions for Student Learning Priority:		Sense of Belonging	
Theory of Change:	If the school staff implement systems that attend to the social emotional needs of students, teachers build positive relationships with students, and students build positive relationships with each other, kids will feel safer taking academic risks, which will lead to improved academic outcomes.		
Related School Goal:	All students build relationships to feel connected and engaged in learning.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
This has been a challenge this year. We have taught the mantra, reached out to help new families transition, and have worked to make families aware of curriculum and schoolwide events that address diversity. Some classes are doing buddies, to the best of our ability we are implementing culturally responsive strategies, but over Zoom everything is harder. There have not been parent workshops related to equity, but we do have a book club that has been exploring antiracist practices.			
What evidence do you see that your practices are effective?			
Most students feel connected to peers and/or their teacher. But this is definitely the greatest area of challenge given that we have been on distance learning all year.			
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.			
CHKS data this year is likely to be way low on measures of connectedness and belonging. We will need to build in ample opportunities to rebuild school culture and support students and staff who have been traumatized to varying degrees by the impact of the pandemic.			
20-21 Standards-Based Instruction Priority:		STEM	
Theory of Change:	If all students receive high quality NGSS-aligned science instruction for at least 60-90 minutes per week, then they will meet or exceed science standards. If they receive daily rigorous, standards-aligned math instruction and differentiated support, then students will meet or exceed math standards.		
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.		
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.			
Based on programs provided by OUSD, some students use ST Math, Freckle and iReady Math, all of which differentiate for students. We are not using IABs but switched to iReady for standards mastery benchmarks, as that became available after approving last year's plan. Teachers are using Expressions or Bridges and supplement with Turck and other supplemental materials. Given the limited numbers of hours of instruction, science gets less time than it did, but it is part of every class's curriculum. Some students in grades 2-5 are getting extra math help, our psychologist and counseling interns provide some therapy.			

What evidence do you see that your practices are effective?	
iReady Math data indicates lower numbers of students proficient in math than usual, but they are not as far behind as feared given the distance learning context. The data might also be flawed, as the standards assessed in some 3rd and all 4th-5th grades did not align with the scope and sequence of the Bridges curriculum.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We might need to dedicate more resources next year to math support. It is harder for families to support their kids with math than it is to encourage reading. Therefore our math data is not as strong as reading.	
20-21 Language & Literacy Priority:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Theory of Change:	All Students, with particular focus on students of color, low-income, English learners and students with learning differences.
Related School Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or fewer.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Reading instruction and independent reading have been strong, and our reading specialist has provided many students with targeted acceleration support. Aides support small group instruction in kindergarten classes, and our library and classroom teachers ensure digital and print materials into students' homes.	
What evidence do you see that your practices are effective?	
Our reading scores on iReady are at the same levels or higher than F&P from prior years, and our SRI scores are about the same.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
We will keep it the same.	
20-21 Conditions for Adult Professional Learning Priority: Respectful Culture of Inquiry and Learning	
Theory of Change:	If school leadership is responsive to staff needs and requests for their own learning, then teachers will feel supported and engaged in professional development. This will lead to improved academic outcomes for students.
Related School Goal:	Staff development should be respectful, relevant and meaningful.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
PD has been somewhat responsive to teacher needs with a lot of flexibility built in	
What evidence do you see that your practices are effective?	

Attendance is strong, people are fairly engaged, many keep cameras on; staff reports appreciating opportunities to collaborate in breakout rooms with colleagues this year	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
Time during PD to create using tools teachers are learning about; PD based on grade levels/spans; offering ideas that can be implemented right away; encourage teachers to collaborate to present to their colleagues; offering options	
20-21 Conditions for English Language Learners Priority: English Language Development	
Theory of Change:	If we provide dedicated English language instruction and use GLAD strategies with English learners, these students will improve their skills and reclassify on time.
Related School Goal:	English learners continuously develop their language, reaching English fluency in 6 years or less.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We have been providing regular designated ELL instruction on Zoom and use lots of visuals in class to support English learners. Not all students offered the opportunity to receive designated English instruction choose to participate.	
What evidence do you see that your practices are effective?	
Conversational English skills are developing well, and most students are making good academic progress.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
No changes planned at this time. We dedicated February 19th PD to strategies for supporting ELLs.	
DEPARTURE FROM PLANNED 20-21 SPSA BUDGET	
Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?	
There have been no changes.	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES					
School: Crocker Highlands Elementary School					School ID: 111
3: SCHOOL STRATEGIES & ACTIONS			Click here for guidance on SPSA practices		
District Strategy: Building CONDITIONS FOR STUDENT LEARNING					
School Priority ("Big Rock"):	Sense of Belonging				
School Theory of Change:	If the school staff implement systems that attend to the social emotional needs of students, teachers build positive relationships with students, and students build positive relationships with each other, kids will feel safer taking academic risks, which will lead to improved academic outcomes.				
Related Goal(s):	All students build relationships to feel connected and engaged in learning.				
Students to be served by these actions:	<i>All Students, with particular focus on students of color, low-income, English learners and students with learning differences</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teach PBIS matrix (including voice levels); use restorative practices to facilitate conflict resolution; reinforce schoolwide expectations with continuing students; consider new way to acknowledge positive behavior.	Leadership team continues to discuss positive school culture; Principal to provide restorative questions & conversation starters to staff & review training	Low numbers of URFs and suspensions		Tier 1

1-2	Integrate culturally responsive teaching strategies such as creating relevant math word problems and using stations that target diverse learning styles and interests into instruction to support all students, in particular our students of color, newcomers, homeless, foster youth and GATE students.	Continue using shared literature, videos and speakers to help teachers learn about best practices. Schedule PD time for this.	Reduction in achievement gaps based on race and special education status on SBAC		Tier 1
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), New leadership team to consider how mantra & words of the month are to be taught in class and what kinds of assemblies will best support positive school culture	CHKS data, leadership team meeting notes		Tier 1
1-4	Help all new students transition to Crocker with buddies, lunch club, orienting them to the school building, weekly class meetings to help build community. Connect interested families new to Crocker with buddies.	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.		Tier 1
1-5	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.		Tier 1
1-6	Keep families informed of work in classes related to bias, diversity, etc. Assign projects that reinforce these concepts through weekly newsletters.	Encourage staff to include in their newsletters updates related to bias and diversity.	Teacher newsletters		Tier 1

1-7	Participate in free community events that bring together our diverse families.	Coordinate with PTA leadership to plan events and to recruit volunteers who represent the spectrum of families.	School newsletter		Tier 1
1-8	Recommend students needing support to COST	Provide counseling interns to support students' emotional needs, reading and math support for academic needs.	COST Tracker		Tier 2

District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority ("Big Rock"):	STEM
School Theory of Change:	If all students receive high quality NGSS-aligned science instruction for at least 60-90 minutes per week, then they will meet or exceed science standards. If they receive daily rigorous, standards-aligned math instruction and differentiated support, then students will meet or exceed math standards.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students, with particular focus on students of color, low-income, English learners students with learning differences.</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Use Common Core State Standards and Math Practices as well as district-provided Math Expressions or Bridges Math curriculum in addition to supplemental materials teachers choose (i.e. Mathematical Mindsets, Math Their Way). Use Frontrowed.com for differentiation and Bridges for intervention. to guide planning in mathematics.	Devote professional development and PLC time to planning math instruction. ILT and whole staff to review math benchmark data. 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, iReady Math data, report cards aggregated both by subgroups and overall.		Tier 1

2-2	Use math data to assign students to receive help from .3 math intervention teachers and to receive small group instruction within classrooms.	Provide funding for part-time teacher to support students. Collaborate with mental health interns and/or psychologist and special education staff to support students. Fund .2 psychologist and mental health interns if approved by parent body.	Walkthroughs, math benchmarks and embedded assessments		Tier 2
2-3	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		Tier 1
2-4	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		Tier 3
2-5	Develop strong number sense through heavy use of manipulatives, Number Corner & Number Talks in K-5 classrooms (no TK at this school).	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum and provide PD/collaboration time to learn and share best practices in mathematics instruction.	Walk throughs, teacher observation and evaluation		Tier 1
2-6	Use NGSS standards and FOSS curriculum to plan science lessons occurring at least 60 minutes per week in K-2 and 90 minutes per week in grades 3-5.	Devote PLC time to collaboratively planning science. Support teachers in creating weekly schedules that include science.	CAST, FOSSMap, PD plan		Tier 1

District Strategy: Developing LANGUAGE AND LITERACY Across the Curriculum	
School Priority ("Big Rock"):	High quality ELA and ELD curriculum and implementation

School Theory of Change:		If students receive high quality instruction in English Language Arts and English Language Learners receive both designated and integrated ELL supports, then students will meet or exceed ELA standards.			
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>All students, with particular focus on students of color, low-income, English learners and students with learning differences.</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement Heggerty phonemic awareness in kindergarten and strong phonics program K-2 (i.e., SIPPS)	Provide K/1 teachers time to plan SIPPS, Heggerty & Total Reading programs to implement with fidelity given the numbers of adults available to support	iReady reading data K-2		Tier 1
3-2	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		Tier 1

3-3	<p>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 reading specialist to support 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.</p>	<p>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 and PTA-funded reading specialist to support struggling readers and English learners; gifted students grouped together for advanced word study and/or reading groups</p>	Reading lab and STIP schedules		Tier 2
3-4	<p>Base instructional literacy programs in general education and special education 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.</p>	<p>Hold general ed and special ed teachers accountable for grade level PLCs around assessment data to identify implications for instruction; include all teachers in ELA professional development sessions; schedule time for PLCs to discuss reading data; hire reading specialist using PTA funds to work with struggling students; review data with SSC</p>	PD schedule		Tier 3

3-5	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.	Classroom and main library equity audits		Tier 1
3-6	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		Tier 1
3-7	Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read. Use new ELA curriculum if adopted.	Devote some PD time to teaching strategies for reading complex text (difficult sentence structure, sophistication of content)	PD schedule		Tier 1

3-8	Encourage student participation among homeless and low income youth in after school programs by providing free access to them. 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.	Work with after school programs to ensure scholarships are available for homeless and low income students to participate free of charge. 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		Tier 2
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District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority ("Big Rock"):	Respectful Culture of Inquiry and Learning
School Theory of Change:	If school leadership is responsive to staff needs and requests for their own learning, then teachers will feel supported and engaged in professional development. This will lead to improved academic outcomes for students.
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	<i>All Students, with particular focus on students of color, low-income, English learners and students with learning differences</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Collaborate with colleagues around standards and curriculum	Staff leaders create and lead PD related to standards and curriculum	Improved math (SBAC), reading (SRI) and ELA (SBAC) for all groups, and in particular African-American and students with disabilities		Tier 1
4-2	Teachers continue work of Equity Champions (training in summer 2021)	Hold regular meetings, strategically plan for professional development and action plans	PD and equity team notes and agendas		Tier 1

4-3	Determine focal students and plan how to support them. Track progress of ELLs and recently reclassified students to ensure they continue to make grade level progress.	Schedule Sphere of Success exercise and build in time for teachers to write action plans to support focal students	Improved math (SBAC), reading (SRI) and ELA (SBAC) for all groups, and in particular African-American and students with disabilities;		Tier 2
4-4	Learning on what is learned through PD and collaboration, bring in multiple perspectives and voices through curriculum, guests and field trips; address issues of bias right away, using a restorative approach and making principal aware of what's happening; have eyes and ears open for microaggressions and other instances of bias or discrimination and address as appropriate.	Courageously name instances of inequity and bias, lead conversations about what happened and what we need to do to address it, establish norms that create safe space for staff discussions. Demonstrate openness and respect when discussing issues of race, gender identity, sexual orientation, etc. in order to foster a safe environment for all staff, particularly those in traditionally marginalized groups.	PD agendas and notes, CHKS staff data, classroom walkthroughs, CHKS student data		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	English Language Development
School Theory of Change:	If we provide dedicated English language instruction and use GLAD strategies with English learners, these student
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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5-1	Participate in professional development related to improving ELA instruction for ELL students and implement targeted instruction for English learners as well as GLAD strategies such as planning for peer interaction, supporting meaning with use of realia, visuals and movement when introducing concepts, activating prior knowledge during initial instruction and creating shared knowledge as the lessons progress and conclude.	Hire STIP to provide release time for teachers' professional development and support ELL students. Schedule professional development opportunities with Network 2 ELL Coordinator as well as reading lab to support English learners.	ELPAC, SRI		Tier 1
5-2	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		Tier 1
5-3	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		Tier 1

5-4	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.		Tier 2
5-5	Connect newcomer students and families with peer buddies	Connect newcomer parents with peer families	Newsletters, peer connection survey		Tier 2
5-6	Provide information to families in their home languages.	Use Parent Square for schoolwide communications, which translates into 100+ languages; move towards encouraging teachers to use it as well.	Parent Square		Tier 2
5-7	Provide designated ELD instruction for students who need it.	Schedule some of STIP's time to provide pullout support.	Schedules		Tier 2

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 111

School: Crocker Highlands Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP for covering IEPs, ELL support, coordinating testing	\$25,792	General Purpose Discretionary	1105	Certificated Teachers' Salaries	1513	STIP Teacher	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Hire STIP to provide release time for teachers' professional development and support ELL students. Schedule professional development opportunities with Network 2 ELL Coordinator as well as reading lab to support English learners.	111-1
Copier Contract	\$1,778	General Purpose Discretionary	4425	Duplicating Equip < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Develop strong number sense through heavy use of manipulatives in K classrooms (no TK at this school).	111-2
Math Tier 2 Intervention (.2 FTE)	\$24,354	LCFF Supplemental	1105	Certificated Teachers' Salaries	7200	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use math data to assign students to receive help from .2 math intervention teachers.	111-3
Math Tier 2 Intervention (.1 FTE)	\$9,805	LCFF Supplemental	1105	Certificated Teachers' Salaries	1110	Teacher Education Enhancement	0.10	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use math data to assign students to receive help from .2 math intervention teachers.	111-4
Supplies to support student intervention	\$2,291	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum and provide PD/collaboration time to learn and share best practices in mathematics instruction.	111-5
Mental Health Tier 2 Intervention	\$12,000	LCFF Supplemental	5739	Mental Health Provider	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide funding for part-time teacher to support students. Collaborate with mental health interns and/or psychologist and special education staff to support students. Fund .2 psychologist and mental health interns if approved by parent body.	111-6



Strategic Resource Planning (SRP)

CROCKER ELEMENTARY SCHOOL

School Site Council Membership Roster

2020-2021

SSC - Officers

Chairperson:	JB John-Baptiste
Vice Chairperson:	Brandon Wall
Secretary:	Jennifer Doersam

SSC - Members (Mark with a check the peer group that each member represents. Mark only one for each member.)

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Jocelyn Kelleher	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jaime Diaz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jennifer Doersam	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
India Ledward	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Catherine Carmans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heather Sawtelle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Haimanot Dejene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jb John-Baptiste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Brandon Wall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rodney Richter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sarah Gerber (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
John Bacigalupi (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Meets on the last Wednesday of the month at 3:45p.m.
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SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members