

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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.

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

➤ N/A

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Crocker Highlands Elementary School
CDS Code: 1612596001754
Principal: Jocelyn Kelleher
Date of this revision: 6/5/2017

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 Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

Position: Principal
Telephone: 510-451-5900
Email: jocelyn.kelleher@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: Crocker Highlands Elementary School

Site Number: 111

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|---|---|---|
| <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 type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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: May 2, 2017

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

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

Signatures:

Jocelyn Kelleher

Jocelyn Kelleher
Signature

5/2/17
Date

School Principal

Mini Z
Print name of SSC Chairperson

Naomi Bernstein
Signature

5/2/17
Date

Alicia Bowman

Alicia Bowman
Signature

5/4/17
Date

Network Superintendent

Marcus Silvi

Marcus Silvi
Signature

5/25/17
Date

Coordinator, Office of Accountability Partners

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/6/2016	School Site Council	Discussed possible priority areas for 2017-18
1/19/2017	School Site Council	Discussed OUSD and PTA budgeting processes and family engagement practices
1/12/2017	PTA	Discussed OUSD and PTA budgeting processes and family engagement practices
12/12/2016	Faculty	Discussed potential priority areas for 2017-18
1/12/2017	Faculty	Discussed OUSD and PTA budgeting processes
2/15/2017	SSC	Discussed OUSD budget
3/28/2017	SSC	Discussed updated SPSA priorities

2017-2018 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	\$101,858.31	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$17,985.58	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$119,843.89	\$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 ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$0.00	\$0.00

PART A: ABOUT THE SCHOOL

School Description

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

School Mission and Vision

Mission:

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

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

PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

LANGUAGE & LITERACY PRIORITY: Standards-Driven Planning in ELA

SCHOOL GOAL for Standards-Driven Planning in ELA:

Increase the number of students in Grades 3-5 scoring proficient or above grade level on SRI

SCHOOL TARGETS for Standards-Driven Planning in ELA:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	85.71%	90.71%	95.71%

Other Leading Indicators for Standards-Driven Planning in ELA:

F&P

NEEDS ASSESSMENT for Standards-Driven Planning in ELA:

STRENGTHS	CHALLENGES
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Large majority of students achieve at or above grade level in reading High reclassification rate of EL students Over 75% of students achieved proficiency on SBAC ELA.	Achievement gaps between African-American and other student groups Bringing all students to grade level or above is challenging
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ROOT CAUSE ANALYSIS

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. In September, SRI results showed 65% of students in grades 3-5 were already reading at end-of-year grade level expectations. In October 2016, 64% of all students in 1st - 5th grades were reading at grade level, and by January 2017, SRI scores showed 84% of 3rd-5th graders reading at or above end-of-year expectations. We have expanded the program to include work with students at all grade levels. According to SBAC results, our students increased proficiency levels in ELA by 11%, and African-American students (our lowest performing group) improved by 7%. However, there continues to be an opportunity gap between our African-American and White/Asian students in ELA. Our low income students increased proficiency by 50%.

Why 1: We focused resources last year and this year on differentiated reading instruction for 1st/2nd grade. Why 2: Our reading lab is reaching both our kindergarten and our older students. Why 3: All of our students have had more time with chromebooks, which might help to explain our score improvements. Why 4: We have a strong reading culture with approximately equal numbers of students reporting that they read frequently at home for pleasure as we have students reaching proficiency in reading. Why 5: Some of the students performing below grade level on reading assessments lack phonic skills, and others need to improve test-taking strategies. We also found that some students lack reading and/or test-taking stamina.

MATHEMATICS PRIORITY: Rigorous Common Core Tasks in Math

SCHOOL GOAL for Rigorous Common Core Tasks in Math:

Surpass 70% proficiency on SBAC math sections in grades 3 through 5.

SCHOOL TARGETS for Rigorous Common Core Tasks in Math:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	69.35%	74.35%	79.35%

Other Leading Indicators for Rigorous Common Core Tasks in Math:

SMI and end-of-unit assessments

NEEDS ASSESSMENT for Rigorous Common Core Tasks in Math:

STRENGTHS	CHALLENGES
69% of students achieved proficiency on SBAC Math in 2016. Majority of students are proficient on benchmarks	40% of low-income students achieved proficiency on SBAC Math. Multi-step problems are difficult for many students

ROOT CAUSE ANALYSIS

Common Core aligned instruction in math began in 2014-15, so the students who were tested on SBAC in 3rd - 5th grade had have had a little more experience with the new standards. They also have had more experience using computer programs to work on math. In 2015-16, we used discretionary funds to hire a .4 Math TSA, who provided professional development, organized new resources, and worked with small groups of students to improve instruction. Our staff also did a "staff read" of Mathematical Mindsets, which helped to increase the opportunities students had to practice flexible math thinking. In 2016-17, more teachers have been using Number Talks and assigning tasks with greater DOK complexity. Our math still does not match our ELA achievement levels, so there is continued need to focus on making sure we provide opportunities for students to experience all of the Math Practices in their classrooms. Many teachers are experimenting with strategies from Making Math Real as a way of improving number sense and increasing automaticity.

Why 1: Students have had more experience with multi-step word problems, but they still need more practice. Why 2: Students have experience explaining their thinking in math, but it is still challenging. Why 3: Students have some experience showing their thinking using models. Why 4: Common Core State Standards in Math are radically different from previous standards, and the teachers continue to become more familiar with the new standards as well as the new curriculum. Why 5: Many of the students who struggle in math do not have strong number sense.

CULTURE & CLIMATE PRIORITY: Equity

SCHOOL GOAL for Equity:

Increase positive student response rate on CHKS to 85%.

SCHOOL TARGETS for Equity:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Student	All Students	81.00%	TBD	coming soon

Other Leading Indicators for Equity:

Discipline data, classroom survey

NEEDS ASSESSMENT for Equity:

STRENGTHS	CHALLENGES
CHKS data from 2015-16 indicated that a higher percentage of African-American students felt comfortable at school than their white counterparts. Also a recent PTA survey indicated that most families and their children feel a strong sense of inclusiveness. Also, 80.7% of students on CHKS survey responded positively about school climate and culture.	About 10% of families indicated that they and/or their children did not feel a strong sense of inclusiveness at Crocker.

ROOT CAUSE ANALYSIS

Why 1: Students of color, non-English speaking and same-gender families are in the minority at our school. This can create a sense of isolation. The CHKS survey is only completed by 5th graders, so it is hard to know if the trend is consistent across grade levels. Why 2: Some students struggle to find friends if they perceive themselves to be very different from their peers. Why 3: Some students perceive that they get into trouble more than their peers. Why 4: Many students do not feel comfortable seeking help from adults because they don't think the adults will be able to help, or because they are concerned that the problems will get worse if they involve adults.

FAMILY & STUDENT ENGAGEMENT PRIORITY: Family Engagement

SCHOOL GOAL for Family Engagement:

Retain positive parent response rate on CHKS to 90%

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Culture/Climate: Parent	All Students	90.00%	83.00%	85.00%

Other Leading Indicators for Family Engagement:

Participation in community events and parent/guardian education events

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
90% of parents responded positively on the CHKS survey.	While the majority of kids feel supported and happy at school, about 10% said on a PTA survey that they or their children did not feel a sense of inclusiveness.

ROOT CAUSE ANALYSIS

Why 1: Some people feel less comfortable at school because they live outside of the cachement area, and they have either received comments or perceive disregard from other families. Why 2: Five years ago, boundaries were re-drawn amidst rancor, and those wounds are still apparent with some families. Why 3: The school is very crowded, and some families blame the redrawn boundaries. This can make people feel less welcome.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Standards-Driven Planning in ELA:

If we provide all students with quality Tier 1 classroom reading instruction, and if we continue to use the targeted supports of our reading lab and differentiation within the classroom to support and accelerate struggling readers, then we will continue to have improved outcomes in reading for all students while closing the achievement/opportunity gap.

SCHOOL THEORY OF ACTION for Rigorous Common Core Tasks in Math:	If we support students to more fully develop number sense and integrate the mathematical practices into our teaching, then students will become increasingly able to apply mathematical concepts and procedures to a broad range of problems and will improve their success in their classroom work and on assessments.
SCHOOL THEORY OF ACTION for Equity:	If our classrooms are culturally responsive, if we consistently teach Caring School Community lessons school-wide, and if we use restorative justice and No Bully Solution Teams, our students will feel increasingly positive at school, which will lead to greater social-emotional and academic learning.
SCHOOL THEORY OF ACTION for Family Engagement:	If we continue to work with our PTA to encourage more participation in family/community events and if we continue to pair new families with continuing families as a way of welcoming them into our community, and if our Equity Committee finds ways to inspire more diverse families to choose Crocker, then our families will feel more included and engaged in our school.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Teachers use Common Core State Standards for ELA to plan instructional units, lesson plans and formative assessments both in reading and writing.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
1-1	Providing reading opportunities at students' independent levels	Consider renewing FrontRowEd reading subscription	Schedule reading lab and hire STIP to staff it; supports struggling readers and English learners
1-2	Leading guided reading groups at students' instructional levels	Observing classrooms and providing feedback to teachers about implementation of new strategies	Schedule reading shuffle; Gifted students grouped together for advanced word study
1-3	Implementing the CAFE approach and reader's workshop	Supporting and facilitating professional development in Balanced Literacy	Added books to leveled libraries coming from OUSD
1-4	Adjust teaching strategies to meet the needs of students based on informal and formal assessments	Hold teachers accountable for grade level PLCs around assessment data to identify implications for instruction	Schedule time for PLCs to discuss reading data and hire part-time TSA to support 504 process and to work with struggling students.
1-5	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.
1-6	Use CCSS in ELA and Lucy Calkins Writers and Readers Workshop curriculum to support ELA development	Schedule PD and PLC time for digging into the standards and planning ELA curriculum.	Provide release time and PLC time for teachers to plan together.

1-7	As part of implementing culturally responsive strategies, include multicultural literature in classroom libraries, including books written in other languages spoken by our students.	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.
1-8	Teach each group of kindergarten students over the course of the first three days, gathering initial data about pre-literacy skills.	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
1-9	Participate in professional development related to improving ELA instruction for ELL students and implement targeted instruction for English learners.	Hire STIP to provide release time for teachers' professional development and support ELL students	Schedule professional development opportunities as well as reading lab to support English learners.

Improvement Strategy #2:	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.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
2-1	Use District-provided Core Curricular plans to guide instruction and assessment	Devote PLC time to planning math instruction.	ILT and whole staff to review math benchmark data
2-2	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	Provide supplementary math materials, including manipulatives and other curricula as needed. Include FrontRowEd.com access to provide opportunities for acceleration for GATE students.
2-3	Use math data, to assign students to receive support from STIP.	Coordinate STIP's schedule to include time for math support.	Provide for a STIP in the budget.
2-4	Deepen understanding of Common Core Standards in order to plan more rigorous tasks.	Devote some PD time on Wednesdays to understanding Common Core Standards, revisiting math resources created by TSA as well as learning from our study of Mathematical Mindsets.	Provide release time and schedule PLC time to focus on math planning.
2-5	Implement strategies from Mathematical Mindsets.	Collaborate with mental health interns to support students.	Provide funding for mental health interns.
2-6	Provide math homework that involves families in supporting children and understanding CCSS in math.	Plan for and schedule Family Math Night and one parent education event regarding math standards.	Provide Math Night with Lawrence Hall of Science, likely using PTA funds;

2-7		Provide after school math on computers to grades 1-5, funded by PTA
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Improvement Strategy #3:	School implements culturally responsive practices, Caring Schools Community Curriculum, multi-tiered systems of support, restorative practices and No Bully Solution Teams to create positive school climate.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
3-1	Integrate Culturally Responsive teaching practices on a regular basis.	ILT to continue leadership related to Culturally Responsive pedagogy.	Provide additional professional development related to equity and culturally responsive instruction
3-2	Continue using Caring School Community buddy system.	Assure all classes have buddies and that they are meeting regularly.	Work with PTA to continue matching new families with continuing families.
3-3	Teach & reinforce our school mantra, "At Crocker, we show respect to everyone," as well as words of the month.	Ensure monthly word-of-the-month assemblies happen to reinforce ideals related to being inclusive and caring.	Use weekly bulletin and other correspondence mailed to families to communicate our school values with families.
3-4	Weekly Caring Schools Community (CSC) meeting in every class.	Ensure weekly meetings happen in each class.	Provide CSC curriculum to new teachers as needed.
3-5	Refer students who have diagnoses and need extra support to 504 team.	Ensure that 504 meetings are held in timely manner to support student learning and success at school.	Hire a .05 TSA to facilitate 504 process and ensure students are supported and receive any needed instructional supports.
3-6	Some teachers are trained to be No Bully Solution Team and/or Restorative Justice facilitators; all teachers access both processes as needed.	Encourage facilitators to attend trainings.	Provide release time for teachers to conduct solution team meetings.

Improvement Strategy #4:	School proactively works to help families to feel included and to be engaged.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People Teams Time Resources</i>
4-1	Teachers communicate on a regular basis via newsletters.	Hold teachers accountable for sending home newsletters.	Ensure teachers have access to parent emails.
4-2	Teachers implement culturally responsive practices in their classrooms.	Devote some PD and PLC time to discuss culturally responsive pedagogy.	Provide outside expert to continue working with staff around culturally responsive pedagogy.

4-3	Reinforce the value of each student's identity through art projects done in conjunction with Mosaic Day	Serve on Equity Committee.	Plan Mosaic Day and Night
4-4	Invite parents into classrooms to volunteer and/or share life experiences.	Encourage teachers to bring parents into classrooms.	Work with Equity Committee to reach out to families with diverse experiences to participate in school activities.
4-5			Work with PTA to match new families with continuing families. If possible, match people based on home language as needed.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$11,633.39	General Purpose Discretionary	Hire STIP (part of the cost)	Hire STIP to provide release time for teachers' professional development and support ELL students	A4.1: English Learner Reclassification		TEACHER STIP	TCSTIP0431	0.30	111-1
\$10,857.83	LCFF Supplemental	Hire part-time STIP	Schedule reading lab and hire STIP to staff it	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0431	0.28	111-2
\$6,500.00	General Purpose Discretionary	Provide stipends for teachers	Provide release time and schedule PLC time to focus on math planning.	A2.1: Implementation of CCSS & NGSS	1120	N/A	N/A	N/A	111-3
\$16,000.00	General Purpose Discretionary	Hire substitutes to provide release time for teacher planning, PLCs, professional development, parent/teacher conferences	Provide release time and schedule PLC time to focus on math planning.	A2.5: Teacher Professional Development for CCSS & NGSS	1150	N/A	N/A	N/A	111-4
\$1,000.00	General Purpose Discretionary	Hire clerical substitutes to support overall school operation	Allocate resources and provide needed supplies for overall school operation.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2450				111-5
\$4,764.31	General Purpose Discretionary	Purchase books for classroom and school libraries	Providing reading opportunities at students' independent levels	A2.3: Standards-Aligned Learning Materials	4200	N/A	N/A	N/A	111-6
\$26,660.61	General Purpose Discretionary	Purchase supplies for classrooms and office	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	111-7
\$10,000.00	General Purpose Discretionary	Update and/or increase chromebooks	Plan for and purchase needed classroom and office supplies to support classroom instruction and school effectiveness.	A3.1: Blended Learning	4420	N/A	N/A	N/A	111-8
\$7,000.00	General Purpose Discretionary	Copier contract with Canon	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	111-9
\$18,000.00	General Purpose Discretionary	Pay for mental health interns	Provide funding for mental health interns.	A2.2: Social Emotional Learning	5739	N/A	N/A	N/A	111-10
\$300.00	General Purpose Discretionary	Purchase postage stamps	Use weekly bulletin and other correspondence mailed to families to communicate our school values with families.	A6.5: Academic Parent-Teacher Communication & Workshops	5910	N/A	N/A	N/A	111-11
\$8,453.82	LCFF Supplemental	Stipends or substitutes to support professional learning in support of ELLs	Hire STIP to provide release time for teachers' professional development and support ELL students	A4.1: English Learner Reclassification	2400	TEACHER STIP	TCSTIP0667	0.25	111-12
\$6,718.87	LCFF Supplemental	Common Core Teacher Leader (TSA)	Hire a .05 TSA to facilitate 504 process and ensure students are supported and receive any needed instructional supports.	A2.1: Implementation of CCSS & NGSS	2100	10 MONTH CLASSROOM TSA	C10TSA0237	0.05	111-13
\$408.88	LCFF Supplemental	Supplementary ELD materials & instructional technology	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
\$8,531.15	Measure G: TGDS	Hire STIP to cover alternate observer's class as well as evaluated teachers' classes	Observing classrooms and providing feedback to teachers about implementation of new strategies	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0431	0.22	111-15

\$7,000.00	Measure G: TGDS	Provide stipends for Alternate Observer and participants in TGDS process	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	111-16
\$792.26	Measure G: TGDS	Supplies for teacher development	Participate in professional development related to improving ELA instruction for ELL students and implement targeted instruction for English learners.	A2.5: Teacher Professional Development for CCSS & NGSS	4310	N/A	N/A	N/A	111-17
\$7,755.59	Supplemental Program Investment	Hire part-time STIP	Schedule reading lab and hire STIP to staff it	A3.2: Reading Intervention	2400	TEACHER STIP	TCSTIP0431	0.20	111-18
\$18,471.50	Supplemental Program Investment	Hire part-time STIP	Schedule reading lab and hire STIP to staff it	A3.2: Reading Intervention	2400	TEACHER STIP	TCSTIP0667	0.50	111-19
\$592.92	Supplemental Program Investment	Supplies for classrooms and office	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	111-20



School Site Council Membership Roster – Elementary

School Name: Crocker Highlands

School Year: _____ 2016-17 _____

Chairperson: Naomi Bernstein	Vice Chairperson: Cary McCoy
Secretary: Tina Labaro	*LCAP Parent Advisory Nominee: Diana Cassanova
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Jocelyn Kelleher	X			
Kathy Wong				X
Naomi Bernstein		X		
JoDee Haffner		X		
Thoman O'Brien		X		
Tali Levy				X
Heather Sawtelle				X
Tina Labaro		X		
Diana Cassanova				X
Claire O'Brien			X	
Gary McCoy				X
Christine Chum				X

Meeting Schedule (day/month/time)	TBD (Varies)
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SSC Legal Requirements: (Ed. Code 52852)

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

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