

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2018

Legislative File ID No: 18-1280
Introduction Date: 6/27/18
Enactment No.: 18-1088
Enactment Date: 6/27/18
er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School.

Background:

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

Discussion:

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

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School.



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

Legislative File ID No: 18-1280
Introduction Date: 6/27/18
Enactment No.: 18-1088
Enactment Date: 6/27/18 er

2018-2019 Single Plan for Student Achievement (SPSA)

School: Crocker Highlands Elementary School
CDS Code: 1612596001754
Principal: Jocelyn Kelleher
Date of this revision: 4/20/2018

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

The District Governing Board approved this revision of the SPSA on: 6/27/2018

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

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Crocker Highlands Elementary School

Site Number: 111

- | | | |
|---|---|---|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input 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: 4/24/18

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

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

School bulletin emailed to all, posted on website
 Other (notices, media announcements, etc.)

Signatures:

Jocelyn Kelleher

Jocelyn Kelleher, School Principal

Signature

4/24/18

Date

Naomi Bernstein

Print name of SSC Chairperson

Mini Z...

Signature

4/24/18

Date

[Signature]
 Sara Stone, Network Superintendent

Signature

5/3/18

Date

Marla Williams
 Marla Williams, Officer, State and Federal Programs

Signature

5-31-18

Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/17/2017	SSC	Reviewed math and reading data
12/19/2017	SSC	Reviewed 2017-18 site plan and discussed impending OUSD Budget cuts
1/18/2017	SSC and PTA	Leaders from both groups attended LCAP study session
10/3/2017	Parents and Staff	"Talking to Your Kids about Race" evening workshop with Micia Mosely (works towards equity goals)
11/16/2017	Parents	Evening workshop about Common Core Math hosted by 5th grade teacher
1/16/2017	PTA	Evening workshop from Ed100 about school funding and how parents can get involved at the site, local and state levels
10/13/2017	Faculty	Review SRI and F&P reading data
12/13/2017	Faculty	Review benchmark math data
1/23/2018	SSC	Review areas of 2017-18 plan that could be moved forward but with revisions, root causes and possible focus areas for 2018-19
1/26/2018	Faculty	Review progress on 2017-18 goals, root causes and focus areas for 2018-19 SPSA
2/13/2018	ILT	Craft priority areas and teacher/leadership actions
2/20/2018	SSC	Review drafts of 2018-19 SPSA and budget
4/16/2018	Faculty	Review final 2018-19 SPSA and budget
4/24/2018	SSC	Vote to approve 2018-19 SPSA

2018-2019 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	\$123,349.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$31,521.25	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:	\$154,870.25	\$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

2018-19 SINGLE 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>	
Family & Student Engagement	
<p>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. Why 1: Some people feel less comfortable at school because they live outside of the catchment 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.</p>	

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
LANGUAGE & LITERACY	<p>Huge improvements in African-American achievement (19% on SBAC and 7% on SRI). Increased SRI proficiency from 86% to 89%. This narrowed the gap by 8.5% on SBAC and by 4.2% on SRI.</p>	<p>Saw declining numbers of students from some subgroups being proficient. On SBAC, Students with Disabilities declined by 8%, Low Income Students by 16%. On SRI, those groups declined by 1% and 8% respectively, compared with 74% overall proficiency on SBAC and 89% overall proficiency on SRI. Though African-American students made great gains, there is still a gap (62% compared with 74% overall on SBAC, and 70% compared with 89% overall on SRI).</p>	<p>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 2017, SRI results showed 77.7% of students in grades 3-5 were already reading at end-of-year grade level expectations, and in January 2018, SRI scores showed 81% 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, African-American students (our lowest performing group) improved by 19%. However, there continues to be an opportunity gap between our African-American and White/Asian students in ELA.</p>

<p>LANGUAGE & LITERACY <i>(continued)</i></p>			<p>Why 1: We have been focusing resources for a few years 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.</p>
<p>STANDARDS-BASED INSTRUCTION <i>(INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</i></p>	<p>69% of students overall achieved proficiency on SBAC Math in 2016 and 2017. African-American students narrowed the opportunity gap by 23.3% (from 42.8% to 61.6% proficient) Majority of students are proficient on benchmarks.</p>	<p>Only 28% of low-income students achieved proficiency on SBAC Math (decline of 12% from last year). 50% of Students With Disabilities were proficient (decline of 5% from last year) on SBAC Math. Multi-step problems are difficult for many students.</p>	<p>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 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 started 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. This year, the 5th grade is piloting the Bridges math curriculum and is seeing big gains in real mathematical understanding.</p> <p>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.</p>

<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT</p> <p><i>(CULTURE & CLIMATE)</i></p>	<p>% of positive responses on CHKS: School Climate increased from 75.8% to 83.2%. Physical and Mental health was basically unchanged (from 51.0% to 50.7%). Social and Emotional Learning improved from 69.7% to 78.6%. Safety & Bullying improved from 62.1% to 73.3%. Youth development was very strong at 95.6%.</p>	<p>On a survey in 2017, about 10% of families indicated that they and/or their children did not feel a strong sense of inclusiveness at Crocker. In 2017-18, for MTSS, we have a reading lab (general ed), COST, small group work with STIP and art teacher, counseling interns who work with individuals and small groups, and regular SST meetings. We are in the first year of PBIS training and implementation in 2017-18.</p>	<p>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.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</p>	<p>We did not have any students eligible for reclassification in 2017-18. There are few students considered English learners in 2017-18. Reclassification rates grew between 2014-17 from 15.4% to 41.7% to 77.8%.</p>	<p>Helping a newcomer catch up to her peers is challenging.</p>	<p>Our STIP has been able to provide pull-out English Language services to our English learners. They also get strong support from their classroom teachers. We did not have a lot of materials to support newcomers, nor did the teachers have a lot of experience working with newcomers.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: Crocker Highlands Elementary School

School ID: 111

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Standards-Driven Planning in ELA	Increase the number of students in Grades 3-5 scoring proficient or advanced on SRI by 5% by June of 2019			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SRI	All Students	89.0%	91.5%	94.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	F&P and SBAC are reading achievement indicators; Writing assessments, writing journals, reading journals, science notebooks also provide data about literacy skills.				
Theory of Action for Language & Literacy Priority:	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.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
1-1	Providing reading opportunities at students' independent levels for both independent and small group work	Support shared and individual classroom leveled libraries and look for evidence of leveled reading in classrooms		All students will make at least one year's progress in reading.	
1-2	Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with PTA employee to provide reading support to students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.	Targeted students should be identified within the first month and assigned to Tier 1 and Tier 2 supports. Schedule reading lab, reading shuffle, PTA support in literacy in K classrooms and for 3rd-5th grade students; hire STIP to staff in order to support struggling readers and English learners; gifted students grouped together for advanced word study and/or reading groups		Kids who are more than a year behind will make more than one year's growth.	

	Special education staff should use Common Core ELA Standards to plan instruction in support of reading and writing goals for their students.	Include special education staff in all ELA PD and encourage collaboration between general education and special education staff.	PD schedule
1-3	Implement a reader's workshop and keep families informed of student progress in reading. Ensure there are frequent opportunities for students to talk about what they read using academic language and to write about what they read citing evidence from both fiction and nonfiction texts.	Ensure teachers having Reading Workshop curriculum and that reading strategies and skills are taught.	Classroom observations, anchor charts in classrooms, report card comments
1-4	Base instructional literacy program on strong foundational understanding and application of Common Core Standards and adjust teaching strategies to meet the needs of all students, and particularly students with IEPs, based on informal and formal assessments as we prepare students for middle school.	Hold teachers accountable for grade level PLCs around assessment data to identify implications for instruction; schedule time for PLCs to discuss reading data; hire part-time TSA to support 504 process and to work with struggling students; review data with SSC	Students will grow at least a year in reading.
1-5	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.	Increase in numbers of African-American, Latinx and students of multiple ethnicities reading at or above grade level
1-6	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 will be balanced, based on review of data

STANDARDS-BASED	Priority ("Big Rock"):	JUNE 2021 GOAL
	Rigorous Common Core Tasks in Math	Surpass 70% proficiency on SBAC math sections in grades 3 through 5 and narrow gap between low-income students and all others by 5%.

INSTRUCTION		Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
		SBAC Math	All Students	30.6	40.6	50.6
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?		End of unit assessments, SMI and Frontrowed assessments; Science Goal: 60% proficiency on FOSS MAP assessments in grades 3-5; Evidence of high quality writing across the curriculum (science notebooks, math notebooks, writing about reading, 3 types of writing).				
Theory of Action for Standards-Based Instruction Priority:		If we support students to more fully develop number sense, integrate the mathematical practices into our teaching, and use CCSS to inform lesson-planning, then students will become increasingly able to apply mathematical concepts and procedures to a broad range of problems and will improve their success in their classroom work and on assessments.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION		
2-1	Use District-provided Core Curricular plans to guide instruction and assessment; keep parents/guardians informed of student progress.	Devote PLC time to planning math instruction. ILT and whole staff to review math benchmark data		Walk throughs, math benchmarks, SMI, PLC time, report cards		
2-2	Use District-provided Math Expressions curriculum or Bridges Math curriculum in addition to supplemental materials teachers choose (i.e. Math Their Way). Use Frontrowed.com for differentiation and Bridges for intervention.	Provide professional development time for work with mathematics instruction Provide supplementary math materials, including manipulatives and other curricula as needed. Include FrontRowEd.com access to provide opportunities for acceleration for GATE students.		Walk throughs, math benchmarks, SMI, PLC time		
2-3	Use math data to assign students including GATE, foster youth, English learners, low income students, African-American and Latino students to receive Tier 1 and Tier 2 support.	Coordinate STIP's schedule to include time for math support. Add .2 TSA to provide math acceleration.. Provide for a STIP in the budget. Thoughtfully plan intervention program and assign students to receive support early in the year.		STIP and TSA schedules, walk throughs, math benchmarks, SMI, PLC time		
2-4	Deepen understanding of Common Core Standards in order to plan more rigorous tasks.	Devote some PD time on Wednesdays to understanding Common Core Standards, revisiting math resources created by TSA as well as learning from our study of Mathematical Mindsets. Provide release time and schedule PLC time to focus on math planning.		Walk throughs, teacher observation and evaluation		

2-5	Implement strategies from Mathematical Mindsets.	Collaborate with mental health interns to support students. Provide funding for mental health interns.	Walk throughs, teacher observation and evaluation
2-6	Provide math homework that involves families in supporting children and understanding CCSS in math.	Plan for and schedule Family Math Night and one parent education event regarding math standards (likely PTA funded). Include math program in afterschool offerings as well as access to Frontrowed.com.	Conversations with teachers
2-7	Special education staff should use Common Core Math Standards to plan instruction in support of math goals for their students.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	PD schedule

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Professional Development	By June 2019, all teachers will have expanded their skills in culturally responsive instruction, and in math pedagogy. This will mean a reduction of 5% in URFs.			
	Performance Indicator:	Student Group (if relevant):	16-17 Baseline:	17-18 Target:	18-19 Target:
	Office Referrals	All Students	19	18	17
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Academic data, URFs, CHKS give information about student outcomes based on PD. Staff feedback about professional development will give info about its effectiveness.				
Theory of Action for Conditions for Student & Adult Learning Priority:	If teachers expand their skills in culturally responsive instruction in all areas and if teachers increase collaboration around math instruction and support, then our achievement gap will narrow and student conflict will be kept to a minimum.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Teach new PBIS matrix (including voice levels), continue use of Cougar Commendations, use restorative practices to facilitate conflict resolution to help kindergarten transition, welcoming new students and reinforcing schoolwide expectations with continuing students.	IPBIS team continues meeting to plan and train staff during Phase 2 of PBIS implementation; provide restorative questions & conversation starters to staff & review training		Low numbers of URFs and no suspensions	
3-2	Integrate culturally responsive teaching strategies into instruction to support all students, in particular our students of color, newcomers homeless and foster youth.	Purchase Zaretta Hammond's book Culturally Responsive Education and the Brain and use it for a staff read		Reduction in achievement gaps based on race and income on SBAC	

3-3	Teach & reinforce our school mantra, "At Crocker, we show respect to everyone," as well as words of the month, use Caring School Community curriculum	Parent workshops on issues relating to equity (pending PTA funding), PD time to review how mantra & words of the month are taught in class and during assemblies	Reflection? Meeting notes? Low URFs and no suspensions
3-4	TBD	Joint faculty/parent equity team continues work begun at National Equity Project institute.	Reflection? Meeting notes? Low URFs and no suspensions
3-6	Collaborate with colleagues around standards and curriculum	Provide time for vertical and grade level alignment around standards and curriculum	Improved math scores (benchmark, SMI, SBAC), conversations with grade level teams
3-6	Joint lesson planning	Lesson study	Improved math scores (benchmark, SMI, SBAC)
3-7	Participate in collaboration around social justice issues with Edna Brewer student leaders, who will also teach about restorative justice circles.	Help coordinate social justice collaboration	Actions taken by students (i.e. letter-writing, posters, etc.) and notes from debrief after implementation

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	Priority ("Big Rock"):	JUNE 2021 GOAL			
	ELD	All eligible students will reclassify by June 2019.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	n/a due to student numbers	n/a due to student numbers	100%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Reclassification, SRI				
Theory of Action for English Language Learners Priority:	If we provide dedicated English language instruction and use GLAD strategies with English learners, these students will improve their skills and reclassify on time.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	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.		CELDT? Adept? SRI	

4-2	Teachers with English learners in their classes will implement integrated ELD using 2 high-leverage strategies for Integrated ELD: Academic Discussions and Interactive Wordwall.	In partnership with ELLMA, teachers learn high-leverage strategies. Teachers to create lessons or units based on grade-level content. Extended contract pay and sub release days for teacher training.	Classroom observations and feedback notes
4-4	Teachers of ELLs will engage families at least twice a year in academic goals setting via parent conferences. Teachers will use the ELL Snapshots to discuss student progress and create a plan of action for the student to move towards reclassification with the families.	Model and set the expectation of sharing the EL Snapshot with teachers during teacher PD before conferences.	Observations of goal setting conferences and parent sign-in forms.
4-4	Reclassification criteria and data will be shared with parents.	Set dates on master calendar for reclassification parent meetings.	Calendar

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 111

School: Crocker Highlands Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$1,193.40	General Purpose Discretionary	EEIP	Rigorous Common Core Tasks in Math	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0029	0.01	111-1
\$4,953.48	General Purpose Discretionary	Extra Time	Professional Development	A2.5 Teacher Professional Development for CCSS & NGSS	1120				111-2
\$12,852.89	General Purpose Discretionary	STIP (Math intervention)	Rigorous Common Core Tasks in Math	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP9999	0.25	111-3
\$11,255.30	General Purpose Discretionary	STIP (Math intervention)	Rigorous Common Core Tasks in Math	A2.1 Implementation of the CCSS & NGSS	1105	TEACHER STIP	TCSTIP0431	0.30	111-4
\$14,860.44	General Purpose Discretionary	Teacher Substitutes	Professional Development	A2.5 Teacher Professional Development for CCSS & NGSS	1150				111-5
\$1,238.37	General Purpose Discretionary	Clerical Substitutes	Professional Development	A5.1 School Culture & Climate (Safe & Supportive Schools)	2450				111-6
\$2,525.00	General Purpose Discretionary	Books Other Than Textbooks	Standards-Driven Planning in ELA	A2.3 Standards-Aligned Learning Materials	4200				111-7
\$19,183.20	General Purpose Discretionary	Classroom and Office Supplies	Standards-Driven Planning in ELA	A2.3 Standards-Aligned Learning Materials	4310				111-8
\$2,000.00	General Purpose Discretionary	Computers	Rigorous Common Core Tasks in Math	A3.1 Blended Learning	4420				111-9
\$7,000.00	General Purpose Discretionary	Copier maintenance	Standards-Driven Planning in ELA	A2.3 Standards-Aligned Learning Materials	5610				111-10
\$18,000.00	General Purpose Discretionary	Mental Health Interns	Standards-Driven Planning in ELA	A5.2 Health and Wellness (Mental & Physical Health)	5739	Mental Health Interns			111-11

\$300.00	General Purpose Discretionary	Postage	Standards-Driven Planning in ELA	A5.1 School Culture & Climate (Safe & Supportive Schools)	5910	Postage			111-12
\$4,773.61	LCFF Supplemental	EEIP to support ELLs, low-income youth and foster youth with math skills development	Rigorous Common Core Tasks in Math	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0029	0.04	111-13
\$27,986.92	General Purpose Discretionary	TSA to support ELLs, low-income youth and foster youth with math skills development	Rigorous Common Core Tasks in Math	A2.1 Implementation of the CCSS & NGSS	1119	10 MONTH CLASSROOM TSA	C10TSA9999	0.20	111-14
\$26,262.37	LCFF Supplemental	STIP to support ELLs, low-income and foster youth with English language development and reading skills	Standards-Driven Planning in ELA	A4.1 English Learner Reclassification	1105	TEACHER STIP	TCSTIP0431	0.70	111-15
\$485.27	LCFF Supplemental	Supplies to support academic acceleration	Rigorous Common Core Tasks in Math	A2.3 Standards-Aligned Learning Materials	4310				111-16

