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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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 2020-2021 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Crocker Highlands Elementary School
CDS Code: 1612596001754
Principal: Jocelyn Kelleher
Date of this revision: 4/21/2020

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

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 4/21/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site:

Crocker Highlands Elementary School

Site Number: 111

- | | | |
|--|---|--|
| <input type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

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

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

Date(s) plan was approved: 4/21/2020

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

- ☐ Flyers in students' home languages
 ☐ Announcement at a public meeting
 ☒ Other (notices, media announcements, etc.)

Signatures:

Jocelyn Kelleher



Principal

Michael JB John-Baptiste

DocuSigned by: Signature



CFB89F22AD9A88 Signature

SSC Chairperson

Kathleen Arnold



Network Superintendent

Lisa Spielman

Signature



Director, Strategic Resource Planning

Signature



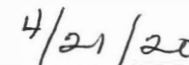
 Jody London
 President, Board of Education

8/27/2020



 Kyla Johnson-Trammell
 Superintendent and
 Secretary, Board of Education

8/27/2020



Date

4/21/20

Date

June 5, 2020

Date

6/30/2020

Date

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/19/2019	SSC	Reviewed progress on last year's plan, with particular focus on progress of students of color
11/20/2019	Faculty (PLCs)	Discussed focal students and strategies to support
12/5/2019	Faculty	Preliminary discussion of budget priorities for next year in anticipation of budget cuts
1/21/2020	SSC	Reviewed Part 1 of the 2020-21 SPSA, soliciting feedback and doing a deeper data dive of subgroups
2/25/2020	SSC	Reviewed Part 2 of the 2020-21 SPSA, soliciting feedback; shared 2020-21 budget one-pager
3/9/2020	Faculty	Shared budget one-pager, discussed priorities for 2020-21
3/26/2020	SSC	Reviewed and discussed Strategies and Practices (Part 3) of 2020-21 SPSA, soliciting feedback. Shared planned budget.
4/21/2020	SSC	Reviewed changes to SPSA then voted to approve it.

2020-2021 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	\$65,659.00

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)	\$26,559.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$39,100.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	TBD	SUBTOTAL OF STATE & LOCAL FUNDING:	\$65,659.00	TBD

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$65,659.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Crocker Highlands Elementary School

School ID: 111

School Description

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

School Mission and Vision

Mission:

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

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

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

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	High numbers of students achieving at or above grade level and showing 1+ years' growth	Numbers of kids entering school with pre-academic skills, low incidence of trauma, rigorous academic content, high expectations for all; continuous enrollment from early grades on provides consistency in experience and access to high quality instruction & community support; highly qualified teachers
<i>Focal Student Supports</i>	Reading and math support specialists provided as part of general education program; close progress monitoring of focal students	Effective COST, commitment to Tier 1 and 2 supports, asset-based perspectives of teachers
<i>Student/Family Supports</i>	Most students and families feel supported by the school	PBIS, counseling interns and .2 psychologist, active PTA, parent volunteers, PTA - supported programs and assistants

<i>Staff Supports</i>	Staff feels supported by administration, colleagues and families, opportunities to observe other classrooms; support for brand new teachers; open door policy of principal	Administrator prioritizes supporting staff, PTA funds programs that help kids as well as providing support staff and supplies; collegial faculty voluntarily supports each other and shares ideas and responsibilities; able to recruit and attract highly qualified teachers; teacher retention
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Some students continue to struggle to achieve at grade level year after year	Class sizes increase as kids get older, instructional time, prep time for teachers, collaboration time for teachers
<i>Focal Student Supports</i>	Achievement gaps persist in spite of supports in place	Noticing that for some reason, lower percentage of African-American students who come to Crocker at 2nd grade or later perform at grade level as 3rd-5th graders than their counterparts who begin their elementary education at Crocker.
<i>Student/Family Supports</i>	Not all families feel as included and welcome by the community	Neighborhood vs. non-neighborhood, implicit bias
<i>Staff Supports</i>	Providing enough time for teachers to plan, collaborate and work with small groups of students	No common prep, only 1 prep per week during school hours, large class sizes

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023: 90% of all students will be proficient in ELA, math and science.

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	72.4%	n/a	90.2%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	78.4%	n/a	86.0%

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

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	62.0	n/a	103.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	58.8%	n/a	71.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	46.8	n/a	82.0
CAST (Science)	All Students	TBD	68.6%	n/a	73.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:		85% of students with disabilities and African-American students will reach proficiency in ELA.			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	-30.0	n/a	13.2
SBAC ELA	African-American Students	+20 points DF3	-2.2	n/a	79.6
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	3.3%	n/a	0.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-25.0	n/a	7.8
SBAC Math	African-American Students	+20 points DF3	4.1	n/a	52.8
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	66.7%	n/a	100.0%

LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	n/a
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Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: 90% of all students and families 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	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	81.1%	n/a	100.0%
Suspensions	All Students	-2pp	0.2%	0.2%	0.0%
Suspensions	African-American Students	-2pp	0.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	0.0%	0.0%	0.0%
Chronic Absence	All Students	-2pp	6.1%	4.1%	2.1%
Chronic Absence	African-American Students	-2pp	15.0%	13.0%	11.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023: 100% of teachers communicate with families regarding student progress.

Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Conference Schedules	All Teachers	TBD	n/a	n/a	100% of teachers with 100% of families attending
Report Cards with High Quality, Personalized Comments	All Teachers	TBD	n/a	n/a	100% of students of students

1D: IDENTIFIED NEED

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

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Crocker Highlands Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Standards-Driven Planning in ELA	
Theory of Change:	If we provide all students with quality Tier 1 classroom reading instruction, and if we continue to use the targeted supports of our reading lab and differentiation within the classroom to support and accelerate struggling readers, then we will continue to have improved outcomes in reading for all students while closing the achievement/opportunity gap for African-American students and students with disabilities in particular.
Related School Goal:	All students meet or exceed grade level standards in reading.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We did not make any changes to staffing or activities after our SPSA for 2019-20 had been approved. We are implementing targeted supports for struggling students and paying attention to our African-American students and kids with disabilities in particular.	
What evidence do you see that your practices are effective?	
We don't yet have midyear reading data to demonstrate growth.	
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 probably keep this goal the same.	
19-20 Standards-Based Instruction Priority: Rigorous Common Core Tasks in Math	
Theory of Change:	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.
Related School Goal:	All students will meet or exceed grade level standards in mathematics.
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
We did not make any changes to staffing or activities after our SPSA for 2019-20 had been approved. We are implementing targeted supports for struggling students and paying attention to our African-American students and kids with disabilities in particular.	
What evidence do you see that your practices are effective?	
End-of-unit data shows majority of kids achieving at or above grade level.	
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 not be making any changes to this goal.	

19-20 Conditions for Student & Adult Learning Priority:		Professional Development
Theory of Change:	If school staff expand their skills in culturally responsive instruction and their abilities to prevent and respond to incidents of bias, then our students of color will feel as connected as their white peers, and the academic achievement gaps will narrow.	
Related School Goal:	All students, particularly students of color, will feel connected to the school and will meet or exceed academic grade level expectations.	
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
We continue to talk about race, gender, sexuality and learning differences as a staff as we build inclusive attitudes and increase skill level in supporting students.		
What evidence do you see that your practices are effective?		
Students and parents are approaching staff when incidents come up. and feeling supported.		
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 the goal the same.		
19-20 Conditions for English Language Learners Priority:		ELD
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:	All eligible students will reclassify as reaching English fluency.	
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
We have dedicated time with our STIP to support newcomers, and teachers are doing their best to support their learning.		
What evidence do you see that your practices are effective?		
Huge gains in their abilities to access 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.		
No changes planned.		
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET		
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?		
The cost of the STIP was higher than we had been told during budget development, which has meant that we can't spend some of our OUSD dollars on budgeted items (supplies, copiers, substitutes, etc.).		

2020-21 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:	All Students, with particular focus on students of color, low-income, English learners and students with learning differences			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teach PBIS matrix (including voice levels); continue use of Cougar Commendations; use restorative practices to facilitate conflict resolution; and reinforce schoolwide expectations with continuing students.	PBIS team continues meeting to plan and train staff during Phase 3 of PBIS implementation; provide restorative questions & conversation starters to staff & review training	Low numbers of URFs and suspensions	
1-2	Integrate culturally responsive teaching strategies 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	

1-3	Teach & reinforce our school mantra, "At Crocker, we show respect to everyone," as well as words of the month, use Caring School Community curriculum	Parent workshops on issues relating to equity (pending PTA funding), PD time to review how mantra & words of the month are taught in class and during assemblies	CHKS data, PBIS meeting notes	
1-4	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.	
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.	
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	
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.		

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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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, report cards aggregated both by subgroups and overall.	
2-2	Use math data to assign students to receive help from math intervention teacher.	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	
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	

2-6	Special education staff should use Common Core Math Standards to plan instruction in support of math goals for their students.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	PD schedule	
2-4	Develop strong number sense through heavy use of manipulatives in K classrooms (no TK at this school).	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	Walk throughs, teacher observation and evaluation	
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. Evidence; CAST, FOSSMap,PD plan. Support teachers in creating weekly schedules that include science. EVIDENCE: CAST, FOSSMap,PD plan		

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

School Priority ("Big Rock"):	ELA			
School Theory of Change:	If students receive rigorous, standards-aligned instruction in English language arts, and if we provide Tier 2 and 3 supports to students needing extra support, then they will meet or exceed grade level expectations in reading and language arts.			
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>			
#	\	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	Providing reading opportunities at students' independent levels for both independent and small group work	Support shared and individual classroom leveled libraries and look for evidence of leveled reading in classrooms. Encourage RSP and classroom teachers to share leveled reading resources.	Lesson plans, walkthroughs	
3-2	Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with 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.	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	Reading lab and STIP schedules	
3-3	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 have Lucy Calkins Reading Workshop curriculum and that reading strategies and skills are taught.	Classroom observations, anchor charts in classrooms, report card comments	

3-4	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.	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	PD schedule	
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	
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	

3-8	Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read.	Devote some PD time to teaching strategies for reading complex text (difficult sentence structure, sophistication of content)	PD schedule	
3-9	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	

District Strategy: Building 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):	Staff development should be respectful, relevant and meaningful.			
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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?
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	

4-2	Teacher equity team	Hold regular meetings, strategically plan for professional development and action plans	PD and equity team notes and agendas	
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;	
4-4	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.	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	PD agendas and notes, CHKS staff data	
4-5		Incorporate training for distance learning		

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 students will improve their skills and reclassify on time.			
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 I-FUNDED: WHAT NEED IS THIS ADDRESSING?

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	
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	
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	

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.	
5-5	Connect newcomer students and families with peer buddies	Connect newcomer parents with peer families	Newsletters, peer connection survey	

PROPOSED 2020-21 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 SPSPA ACTION	BUDGET ACTION NUMBER
This will pay for part of our STIP's salary. She substitutes for teachers when they are assessing students, works with ELLs and other struggling learners on literacy and helps our combination teacher to differentiate for the grade levels.	\$21,509	General Purpose Discretionary	1105	Certificated Teachers' Salaries	1513	STIP Teacher	0.34	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	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.	111-1
This will be used to purchase classroom and office supplies such as paper, pencils, pens, tape, etc.	\$4,661	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	111-2
This will be used to pay for copy paper.	\$1,350	General Purpose Discretionary	4320	Copier/Duplication Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	111-3
This will be used for our copier contract with Canon.	\$1,350	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	111-4
This will be used, in conjunction with a PTA donation, to provide counseling interns for our students as a Tier 2 service.	\$2,000	General Purpose Discretionary	5739	Mental Health Provider	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	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.	111-5
This will pay for part of our STIP's salary. She substitutes for teachers when they are assessing students, works with ELLs and other struggling learners on literacy and helps our combination teacher to differentiate for the grade levels.	\$22,763	LCFF Supplemental	1105	Certificated Teachers' Salaries	1513	STIP Teacher	0.36	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	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.	111-6

This will pay for a teacher who will support small group and individual students in math.	\$21,124	LCFF Supplemental	1105	Certificated Teachers' Salaries	7200	Teacher, Structured English Immersion	0.16	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Use math data to assign students to receive help from math intervention teacher.	111-7
This will be used to purchase classroom and office supplies such as paper, pencils, pens, tape, etc.	\$32	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	111-8
This will enable our art prep teacher (.95 FTE) to provide math support for students.	\$4,648	Low-Performing Students Block Grant	1105	Certificated Teachers' Salaries	1110	Teacher Education Enhancement	0.05	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Use math data to assign students to receive help from math intervention teacher.	111-9
This will allow our STIP to support low-performing students who are not low-income in ELA and math.	\$5,889	Low-Performing Students Block Grant	1105	Certificated Teachers' Salaries	1513	STIP Teacher	0.09	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 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 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.	111-10
This will be used to purchase classroom supplies such as math manipulatives.	\$22	Low-Performing Students Block Grant	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum	111-11

School Site Council Membership Roster – Elementary School

School Name: Crocker Highlands

School Year: 2019-20**Meeting Date:**

<u>Chairperson:</u>	<u>Vice Chairpersson:</u> Catherine Carmans
<u>Secretary:</u> Sonya Hall	<u>LCAP Representative:</u>

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