

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	24-1801
Introduction Date	8/14/24
Enactment Number	24-1447
Enactment Date	8/14/2024 er



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School



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

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Crocker Highlands Elementary School  
**CDS Code:** 1612596001754  
**Principal:** Dung Kim Nguyen  
**Date of this revision:** 4/25/20

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:** Dung Kim Nguyen

**Position:** Principal

**Address:** 525 Midcrest Road  
Oakland, CA 94610

**Telephone:** 510-451-5900

**Email:** dungkim.nguyen@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: **4/25/2024***

*The District Governing Board approved this revision of the SPSA on: **8/14/2024***

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Crocker Highlands Elementary **Site Number:** 111

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Title I Schoolwide Program                      | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers          |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input type="checkbox"/> After School Education & Safety Program (ASES)       | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                         | <input type="checkbox"/>  |

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:

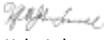
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school’s School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 4/25/2024

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, ParentSquare blasts, etc.)

**Signatures:**

Dung Kim Nguyen <i>Principal</i>	<i>Dr. Kim-Dung Nguyen</i> Signature	 Benjamin Davis 8/15/2024 President, Board of Education	<u>4/25/2024</u> Date
Evan Kirby <i>SSC Chairperson</i>	<i>Evan Kirby</i> Signature	 Kyla Johnson Trammell 8/15/2024 Secretary, Board of Education	<u>4/25/2024</u> Date
Sabrina Moore <i>Network Superintendent</i>	<i>Dr. Sabrina Moore</i> Signature		<u>5/9/24</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	 Signature		<u>5/9/24</u> Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/1/2023	SSC/PTA	Reviewed Parent Involvement Policy & Home School Compact Handbook/Newsletter
10/19/2023	SSC	Reviewed SBAC Data. Reviewed Fall iReady Data - Look at outcomes specifically for focus groups (English Learners, Foster Youth, Special Education, Low Income, African American, Latino, Asian/Pacific Islander)
10/19/2023	SSC	Reviewed SPSA 2023-24 Priorities/Goals for Focus Groups
1/18/2024	SSC	Reviewed 2024-25 Budget. Reviewed Mid-Year iReady Data - Look at outcomes specifically for focus groups (English Learners, Foster Youth, Special Education, Low Income, African American, Latino, Asian/Pacific Islander)
2/13/2024	Instructional Leadership Team	Discussed Needs Assessment & Annual Review and Update from 2023-24 SPSA; Draft Strategies & Actions for 2024-25
3/1/2024	PTA	PTA Parent Survey 2024-25
3/1/2024	PTA	PTA Teacher Survey 2024-25
3/1/2024	SSC	Review 2024-25 Budget; Review Draft of SPSA 2024-25 Plan
4/1/2024	SSC	Vote to Approve 2024-25 SPSA Plan

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

### **Early Childhood Education Program**

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

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

### **Transitional Students and Families Unit**

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

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

## 2024-25 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	\$131,412.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$0	LCFF Discretionary (General Purpose Discretionary #0000)	\$20,000
Title I, Part A Parent & Family Engagement (Title I #3010)	\$0	LCFF Supplemental (LCFF Supplemental #0002)	\$58,725
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$52,687
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0</b>		<b>\$131,412</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$131,412.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Crocker Highlands Elementary School</b>		<b>School ID: 111</b>
<b>CDS Code: 1612596001754</b>	<b>SSC Approval Date: 4/25/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

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. 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, and counseling interns. All of our students have equal access to programs and supports provided by our school.

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.8%	9.2%	13.7%	0.0%	39.1%	9.5%	21.6%	5.0%	0.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.2%	21.1%	12.1%	1.2%	0.0%	0.0%	19.9%	0.7%	96.1%

**1B: GOALS & IDENTIFIED NEEDS**

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

**School Goal:** Eighty percent of our our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years at least 15 points.

**Identified School Need:** African American student growth.

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	50.0%	not available until fall 2024	not available until fall 2025	65.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	49.3%	not available until fall 2024	not available until fall 2025	65.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	73.1%	not available until fall 2024	not available until fall 2025	85.0%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	47.5	not available until fall 2024	not available until fall 2025	60.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.8%	not available until fall 2024	not available until fall 2025	75.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	37.3	not available until fall 2024	not available until fall 2025	55.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	58.6%	not available until fall 2024	not available until fall 2025	75.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	63.5%	not available until fall 2024	not available until fall 2025	80.0%

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

<b>School Goal:</b>	African American students will demonstrate significant growth of at least 15 positive points each year towards meeting standard as measured by the SBAC.
<b>Identified School Need:</b>	By ensuring instruction that focuses on our most at risk students, teachers will increase opportunities for all students to accelerate growth - with special attention to our African American students.

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	7.2	not available until fall 2024	not available until fall 2025	20.0
SBAC ELA Distance from Standard Met	African American Students	-38.4	not available until fall 2024	not available until fall 2025	-8.4
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	26.7%	not available until fall 2024	not available until fall 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-0.6	not available until fall 2024	not available until fall 2025	10.00
SBAC Math Distance from Standard Met	African American Students	-23.3	not available until fall 2024	not available until fall 2025	-8.3

**Reclassification Measures & Targets**

*\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	33.3%	not available until fall 2024	not available until fall 2025	65.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	100.0%

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

<b>School Goal:</b>	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.
<b>Identified School Need:</b>	If we are able to create an inclusive and welcoming school where students, and families feel a real sense of belonging, then all students will feel safe enough to take academic risks.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	79.2%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.9%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	5.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	4.7%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	32.8%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	African American Students	40.0%	not available until fall 2024	not available until fall 2025	0.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	Return rate of 90% for all staff.				
<b>Identified School Need:</b>	By establishing strong Professional Learning Communities (PLC's) we will foster safe spaces for teachers to collaborate, take risks and try new strategies.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	82.9%	not available until fall 2024	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	Eighty percent of our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years at least 15 points.	<i>Crocker Highlands overall reading performance level on the MOY iReady Reading Assessment, 51.4% (178) of our students demonstrated Mid-Above Grade. Crocker Highlands reading comprehension overall performance level on the MOY iReady Reading Assessment, 43.9% (152) of our students demonstrated Mid-Above Grade. Crocker Highlands overall math performance level on the MOY iReady Math Assessment, 35.3% (122) of our students demonstrated Mid-Above Grade.</i>

LCAP Goal 2:	African American students will demonstrate significant growth of at least 14 positive points each year towards meeting standards as measured by the SBAC.	<i>Crocker Highlands MOY iReady Reading Assessment for 34 African American students performance level, overall reading 17.6%/ 6 students scored mid-above grade; and reading comprehension overall mid-above grade 17.6%/6. Crocker Highlands MOY iReady Math Assessment for 34 African American students performance level, overall math 11.8%/4 students scored mid-above grade.</i>
LCAP Goal 3:	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	<i>For the survey question "I am happy to be at this school." 80% of our 5th grade students indicated that they are happy. This is a 7.9% percent of positive change since the prior school year. For the survey question "How much of a sense of belonging does your child feel at his or her school?" 73.9% of our 5th grade parents indicated that their child feels a sense of belonging. This is a +0.5% percent of positive change since the prior school year.</i>
LCAP Goal 4:	Return rate of 90% for all staff.	<i>Last school year we had two teachers, and one support staff resign.</i>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	<i>Eighty percent of our our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years at least 15 points.</i>	<i>Crocker Highlands overall reading performance level on the MOY iReady Reading Assessment, 17.3% (60) of our students demonstrated Early on Grade performance level; 23.4% (81) of our students are 1 Grade Below; 4% (14) of our students are 2 Grade Levels Below; and 1.2% (4) of our students are 3 or More Grade Levels Below. Crocker Highlands reading comprehension overall performance level on the MOY iReady Reading Assessment, 18.5% (64) of our students demonstrated Early on Grade performance level; 27.5% (95) of our students are 1 Grade Below; 6.1% (21) of our students are 2 Grade Levels Below; and 1.4% (5) of our students are 3 or More Grade Levels Below. Crocker Highlands overall math performance level on the MOY iReady Math Assessment, 22.3% (77) of our students demonstrated Early on Grade performance level; 34.1% (118) of our students are 1 Grade Below; 3.8% (13) of our students are 2 Grade Levels Below; 2.6% (9) and of our students are 3 or More Grade Levels Below.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>African American students will demonstrate significant growth of at least 14 positive points each year towards meeting standard as measured by the SBAC.</i></p>	<p><i>Crocker Highlands MOY iReady Reading Assessment for 34 African American students performance level, overall reading (26.5%/9) early on grade, (38.2%/13) 1 grade below, (11.8%/4 students) 2 grade levels below, (2.9%/ 1 student) 3 or more grade levels below.; and reading comprehension overall (14.7%/ 5 students) early on grade; (47.1%/16 students) 1 grade below; (14.7%/5 students) 2 grade levels below; (2.9%/1 student) 3 or more grade levels below. Crocker Highlands overall math performance level on the MOY iReady Math Assessment for African American students, 20.6%/ 7 students early on grade; 50%/ 17 students 1 grade below; 5.9%/ 2 students 2 grade levels below; 5.9%/ 2 students 3 or more grade levels below.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.</i></p>	<p><i>For the survey question "I feel like I am part of this school." 78.2% of our 5th grade students indicated that they feel a part of the school. This is a -0.5% increased percent of positive change since the prior school year. For survey question "I feel welcome to participate at this school." 87% of our 5th grade parents indicated that they feel welcome to participate at this school. This is a -7.4% percent of change since the prior school year.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>Return rate of 90% for all staff.</i></p>	<p><i>The cost of living in the Bay Area as increased.</i></p>

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Crocker Highlands Elementary  
**School:** School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

There were teaching and support staff changes this school year, and a shortage of applicants who possessed the job qualifications. The ESSER funds permitted us to hire a Teacher on Special Assignment (TSA) to support our Literacy strategies and goals; a Substitute Teacher Incentive Plan (STIP), and Literacy Tutor. Unfortunately, the funding for our Teacher on Special Assignment (TSA) to support math intervention and SARB/SART position was no longer provided by ESSER funds, therefore, we utilized our LCFF - Supplemental funds to maintain the position, but at a reduced FTE. Our PTA provided funding for our Wellness Together Mental Health Specialist intern. Currently, we have been able to implement most of the SPSA strategies and actions.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Our mid-year data shows that we are making good progress towards our goals.

**Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.**

We do not anticipate to make any changes.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a				

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Crocker Highlands Elementary School

**SCHOOL ID:** 111

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

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

**School Goal:**

Eighty percent of our our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years at least 15 points.

**Identified Need:**

African American student growth.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-2	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
1-3	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-4	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	All Students	Academic	Tier 1 - Universal

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

**School Goal:**

African American students will demonstrate significant growth of at least 15 positive points each year towards meeting standard as measured by the SBAC.

**Identified Need:**

By ensuring instruction that focuses on our most at risk students, teachers will increase opportunities for all students to accelerate growth - with special attention to our African American students.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	African American Students	Academic	Tier 1 - Universal
2-2	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	African American Students	Academic	Tier 1 - Universal
2-3	Ensure teacher conference time are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact	African American Students	SEL / Mental Health	Tier 1 - Universal
2-4	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	African American Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.			
<b>Identified Need:</b>	If we are able to create an inclusive and welcoming school where students, and families feel a real sense of belonging, then all students will feel safe enough to take academic risks.			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s ), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal

3-2	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	All Students	Behavioral	Tier 1 - Universal
3-3	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers hold Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day, and students complete weekly Sown to Grow check-in prompt.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 - Universal

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

<b>School Goal:</b>		Return rate of 90% for all staff.		
<b>Identified Need:</b>		By establishing strong Professional Learning Communities (PLC's) we will foster safe spaces for teachers to collaborate, take risks and try new strategies.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Behavioral	Tier 1 - Universal

4-3	Collaborate with colleagues around standards and curriculum. Staff leaders create and lead PD related to standards and curriculum.	All Students	Academic	Tier 1 - Universal
4-4	Grade Level PLCs meet once a month on Wednesday for planning, and deep data dive.	All Students	Academic	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS** [\*Instructions & resources\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide professional development on high leverage teaching strategies. Teachers ensure AA students are engaging with grappling the text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-2	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	African American	Academic	Tier 1 - Universal

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS** [\*Stages of ELD Implementation Self-Assessment\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Establish time for designated ELD in daily schedule for all ELL students TK-5	English Learner Students	Academic	Tier 1 - Universal
6-2	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$3,724	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers teacher Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day.	111-1
TSA Classroom 10Mos	\$6,276	LCFF Discretionary	1119	Certificated Teachers on Special Assignment Salaries	9234	10-Month Classroom Teacher on Special Assignment (TSA)	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skills, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	111-2
4310 - Materials and Supplies	\$10,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Grade Level PLCs meet once a month on Wednesday for planning, and deep data dive.	111-3
4310 - Materials and Supplies	\$2,225	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s ), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	111-4
TSA Classroom 10Mos	\$56,500	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9234	10-Month Classroom Teacher on Special Assignment (TSA)	0.45	Goal 1: All students graduate college, career, and community ready.		Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	111-5

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
1150 Teachers Substitutes \$5,000	\$5,000	Educator Effectiveness Grant	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	111-6
1120 - Teachers Salaries Stipends	\$10,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Collaborate with colleagues around standards and curriculum. Staff leaders create and lead PD related to standards and curriculum.	111-7
4310 Materials and Supplies \$52,687	\$10,537	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	111-8
1120 - Teacher Salaries Stipends	\$42,150	Proposition 28 (Arts & Music in Schools)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		All new teachers attend foundational curriculum training.	111-9
4200 - Books-other Than Textbooks	\$30,000	Measure G, Library Support	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	111-10



## CROCKER ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2023-2024**

### SSC - Officers

Chairperson:	Evan Kirby
Vice Chairperson:	Andrea Lee
Secretary:	Lynna Reid

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Dr. Dung Kim Nguyen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Lynna Reid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Melanie Schance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Andrew Robbins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Catherine Carmans	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
Evan Kirby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Andrea Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Polly Simmons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Jenny Collins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Elaine Theiois	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> <small>(Day/Month/Time)</small>	3rd Thursday of the Month, 3:45-4:45 PM
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

5 Parents/Community Members