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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School

Ask of the Board Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2026-2027 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School



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

2026-27 School Plan for Student Achievement (SPSA)

School: Crocker Highlands Elementary School
CDS Code: 1612596001754
Principal: Dung Kim Nguyen
Date of this revision: 5/8/26

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: 5/8/2026
The District Governing Board approved this revision of the SPSA on: 6/24/2026

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

- Title I Schoolwide Program
- Comprehensive Support & Improvement (CSI) Grant
- Additional Targeted Support & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/8/2026

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
Principal

Dung Kim Nguyen
Signature

5/8/2026
Date

Emily Young
SSC Vice-Chairperson

Emily Young
Signature

5/8/26
Date

SELLS Representative (optional)

Signature

Date

Sabrina Moore
Network Superintendent

Dr. Sabrina Moore
Signature

5/15/26
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/15/26
Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/20/2025	Faculty	Reviewed SPSA goals and strategies, Reviewed data and identified school needs, Reflected on progress and challenges
12/18/2025	SSC	Discussed proposed expenditures and priorities
1/29/2026	SSC	Collected input for next year's SPSA draft, Facilitated group feedback on SPSA sections
2/3/2026	ILT	Collected input for next year's SPSA draft, Facilitated group feedback on SPSA sections
2/9/2026	Faculty	Collected input for next year's SPSA draft, Facilitated group feedback on SPSA sections
2/26/2026	SSC	Facilitated group feedback on SPSA sections
4/14/2026	ILT	Facilitated group feedback on SPSA sections, Reviewed data and identified school needs, Reflected on progress
5/8/2026	SSC	

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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).
- **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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$219,056

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$0
Title I Parent & Family Engagement Resource 3010	\$0
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:

\$427,812.00

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$10,300
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$58,756

SUBTOTAL OF STATE & LOCAL FUNDING:	\$427,812
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Crocker Highlands Elementary School		School ID: 111
CDS Code: 1612596001754	SSC Approval Date:	Board Approval Date: 6/24/2026

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.

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

An analysis of the school's fiscal and human resources reveals a systemic funding gap compared to other sites within the district. While the school serves a diverse population with increasing needs, it does not qualify for supplemental federal or state funding streams, specifically Title I, Title III, or the California Community Schools Partnership Program (CCSPP).

The following inequities have been identified:

Supplemental Service Disparities: Without federal Title I and Title III funding, the school lacks a stable budget for essential staff such as interventionists, instructional coaches, and social-emotional support personnel—resources.

Sustainability of Core Programming: Core student support and intervention services rely heavily on Parent Teacher Association (PTA) fundraising. This dependence creates an inequitable and unstable funding model, as access to essential supports is driven by private, year-to-year contributions rather than consistent and equitable public funding.

Operational Constraints: The absence of district-level supplemental funding limits the school's ability to implement long-term, evidence-based programs, including those outlined in the Every Student Succeeds Act, which require sustained, multi-year financial investment.

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.0%	8.9%	13.0%	0.0%	39.3%	10.8%	23.6%	2.4%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.0%	20.0%	13.0%	0.7%	0.0%	0.0%	22.4%	1.7%	90.6%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	50.0%	47.5%	52.3%	65%	70%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	49.3%	53.4%	64.4%	65%	70%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	73.1%	82.1%	83.6%	85%	90%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	47.5	51.9	47.4	60.00	65.0
SBAC ELA Participation	All Students	100.0%	98.5%	98.6%	95.0%	100.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.8%	60.9%	64.7%	52.8%	57.8%

Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	37.3	44.7	42.9	55.0	60.0
SBAC Math Participation	All Students	98.5%	98.5%	98.1%	95.0%	100.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	63.5%	63.8%	68.4%	80.0%	85.0%
California Science Test (CAST) Participation	All Students	100.0%	100.0%	100.0%	95.0%	100.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	<ul style="list-style-type: none"> - All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	7.2	-17.1	-14.0	20.0	40.0
SBAC ELA Distance from Standard Met	African American Students	-38.4	-22.4	-23.1	0.0	30.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	26.7%	20.7%	27.6%	22.6%	17.6%
SBAC Math Distance from Standard Met	Special Education Students	-0.6	1.5	6.0	20.0	40.0

SBAC Math Distance from Standard Met	African American Students	-23.3	-14.8	-29.3	-8.3	20.0
Reclassification Measures & Targets <i>*Reference ELL Progress Data</i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	33.3%	25.0%	10.0%	65.0%	70.0%
LTEL Reclassification	Long-Term English Learners	0.0%		N/A	100.0%	100.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	79.2%	82.1%	80.9%	90.0%	95.0%
Out-of-School Suspensions	All Students	0.9%	0.5%	0.9%	0.0%	0.0%
Out-of-School Suspensions	African American Students	5.0%	0.0%	4.7%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	4.7%	1.9%	2.0%	0.0%	0.0%
Chronic Absenteeism	All Students	32.8%	7.3%	5.0%	0.0%	0.0%
Chronic Absenteeism	African American Students	40.0%	17.9%	10.5%	0.0%	0.0%

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

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified School Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	82.9%	82.5%	80.6%	100.0%	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	i-Ready Math data show clear improvement in student placement since the beginning of the year. The percentage of students performing at or above grade level more than doubled, increasing from 17% at baseline to 39% currently, while those early on grade level rose slightly from 23% to 25%. At the same time, the proportion of students one grade level below decreased substantially from 48% to 31%, reflecting positive movement out of lower performance bands. Overall growth is also strong, with the school's median progress toward Typical Growth at 53%, indicating that by midyear students are slightly ahead of the 50% progress typically expected at this point. i-Ready Reading data indicate strong overall proficiency and significant improvement since the beginning of the year. Currently, 70% of students (292 students) are performing at the Early On, Mid, or Above grade-level bands. Performance has shifted upward notably, with the percentage of students at mid or above grade level increasing from 36% at baseline to 51%, while those one grade level below decreased from 37% to 23%. In addition, students are exceeding growth expectations, with the school's median progress toward Annual Typical Growth at 68%, well above the 50% benchmark typically expected by midyear.

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>In i-Ready Math, Black/AA students demonstrate a notable aptitude for foundational operations, establishing a solid base for future mathematical success. A primary area of strength lies in Number and Operations, where 16% of students are currently performing at or above grade level, showcasing proficiency in basic arithmetic and number systems. Furthermore, the data indicates a strong trajectory for Algebraic Thinking; 25% of students placed at the Early On Grade Level mark, reflecting a readiness for pattern recognition and early problem-solving. While these results highlight a robust grasp of numeracy, they also suggest a pivot point for students to begin transitioning these skills toward more abstract reasoning and measurement tasks</p> <p>The i-Ready Reading performance data for Black/AA students reflects a balanced distribution of proficiency, highlighted by a particularly strong foundation in early literacy. Mastery of foundational skills is a primary area of strength, with over half of the student population—53%—placing at or above grade level in Phonological Awareness. Additionally, students are demonstrating a steady grasp of basic reading mechanics; 20% of students achieved an Early On Grade Level classification in both Phonics and High-Frequency Words, signaling healthy progress in decoding and word recognition.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>The school Attendance Team, which consists of the Community Schools Manager (CSM), and Attendance Specialist, meet monthly to discuss school-wide attendance data, and develop strategic plans to help improve school-wide attendance. Crocker Highlands Elementary current positive attendance rate is 95.5%, and chronic absenteeism is 0.7% The current suspension rate is 0.9%.</p>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Crocker Highlands Elementary is fully aligned with the 2027 support goals, as evidenced by our high teacher retention rate, which reflects the positive impact of our support systems. All new teachers engage in weekly coaching sessions, supported by both formal on-site mentors and informal peer coaching.</p> <p>To ensure professional growth, staff attend differentiated PD through the district and the Alameda County Office of Education. We also prioritize new teacher wellness by dedicating monthly faculty meetings to stress management using a guided journal curriculum. Furthermore, our collaboration with District Talent Partners ensures every teacher is making measurable progress on their credentialing pathway. The success of these combined efforts is most clearly seen in our ability to retain our new educators year-over-year.</p>

Goal Area:	School Goal:	Priority Challenges
<p><i>LCAP Goal 1:</i></p>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>i-Ready Math domain data highlight both areas of strength and continued need across the school. Overall, 37% of students (157) are performing at mid or above grade level, and an additional 23% (95) are early on grade level. However, 35% of students (146) remain one grade level below, and a small group of 22 students (about 6%) are two or more grade levels below. These results inform key instructional priorities. First, Grade 4 requires immediate, targeted support, as it has the lowest median progress toward growth at 34%, signaling the need to identify barriers and strengthen instruction. Second, although progress has been made, the 168 students (41%) performing one or more grade levels below must be prioritized for interventions to close achievement gaps and move toward proficiency. Finally, with only 7% of students meeting Stretch Growth targets, the focus must shift beyond Typical Growth to more ambitious stretch goals—particularly for students below grade level—to support accelerated progress and year-end catch-up.</p> <p>i-Ready Reading data reveal challenges in achieving accelerated growth, particularly for students below grade level. While 36% of students have met their Typical Growth goals, only 20% have achieved Stretch Growth—the level of progress needed to move struggling readers toward proficiency. These findings inform several instructional priorities. First, growth must be accelerated for students below grade level, especially the 23% of students (110) who are one grade level below, with the goal of moving them into on-grade-level performance; although the group two or more levels below is relatively small (about 5%), it still requires targeted support. Second, Grade 4 demands focused attention, as it has the lowest median progress toward Stretch Growth at 26%, compared to stronger performance in Grade 3 (62%) and Grade 5 (41%). Finally, as students advance into upper grades, instructional emphasis should shift from foundational skills—which are largely mastered—to strengthening vocabulary and comprehension, particularly comprehension of informational text, to close remaining achievement gaps.</p>

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>In i-Ready Math, the most significant opportunities for growth are concentrated in the Measurement and Data and Geometry domains. Data reveals that over half of Black/AA students—52%—are currently performing one grade level below expectations in these specific areas, indicating a need for more focused instructional support. Furthermore, while many students have a strong grasp of basic operations, approximately 7% are performing two or more grade levels below their current placement. This gap suggests that intensive, targeted interventions are necessary to address foundational misconceptions in spatial and data-driven reasoning to ensure all students can progress toward grade-level mastery. While foundational reading skills are firmly established, the i-Ready Reading data highlights a clear need to transition that mechanical knowledge into deeper text engagement. Currently, reading comprehension serves as a primary area for growth, with 24% of Black/AA students performing one grade level below in both Literature and Informational Text. While it is a positive sign that only 2% of students fall into the lowest proficiency tiers (two or more grade levels below), there is a significant opportunity to move more students from foundational stability into advanced literacy. Increasing the percentage of students reaching Mid or Above Grade Level targets remains a critical focus to ensure that early decoding success translates into mastery of complex analytical reading.</p>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> 1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2% 	<p>Our school experiences a significant surge in Independent Study Contract (ISC) requests preceding major holidays and holiday weekends. Although our school recommends a two-week notice period, the absence of district-mandated deadlines makes this difficult to enforce. As a result, teachers and administrative staff must frequently manage last-minute requests alongside their primary responsibilities. This administrative burden is further intensified by the labor-intensive process of tracking, grading, and filing completed assignments, creating a workflow that often exceeds our team’s operational capacity.</p> <p>Since the school lacks a stable base budget for essential personnel—such as Community Schools Manager, interventionists, instructional coaches, and social-emotional support staff—we are unable to provide dedicated Tier 2 and Tier 3 interventions. Consequently, existing staff members must assume these additional responsibilities, leading to a significantly increased workload. This role dilution prevents them from fulfilling the core duties they were originally hired to perform, impacting the overall efficiency of our operations.</p>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	The retention of early-career educators is significantly challenged by competing priorities. New teachers must simultaneously navigate school culture, classroom management, and parent communication, all while managing the heavy lift of daily lesson planning. When these foundational demands are not prioritized or supported, the resulting burnout becomes a primary driver for early attrition. This risk is compounded when professional development schedules pull new teachers off-site while their colleagues remain on campus. Such fragmentation creates a "vision gap" and fosters professional isolation, preventing new hires from building the peer relationships and site-based social capital essential for long-term commitment. Without a sense of belonging or a shared mission with their peers, new teachers are far more likely to leave the profession. Aligning these logistical demands is therefore a critical strategy for stabilizing the workforce and protecting the district's investment in new talent.
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2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Crocker Highlands Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Since the completion of the SPSA last spring, there have been significant adjustments to our staffing model. Most notably, the Literacy Tutor position was eliminated, which has necessitated a restructuring of our Multi-Tiered Systems of Support (MTSS) to address the resulting gap in reading intervention. To pivot and address student well-being, we successfully leveraged LCFF Supplemental Funds and PTA donations to hire Wellness Together Mental Health Specialists in December 2025. Despite these shifts in personnel, the majority of the original SPSA strategies and actions remain on track and are progressing toward their intended outcomes for the 2025-26 school year.

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

Data-Driven Multi-Tiered Systems of Support (MTSS)

Our mid-year progress is rooted in a rigorous commitment to data analysis and the robust implementation of our Coordination of Services Team (COST). As the core of our MTSS, the COST team integrates academic and social-emotional data with direct teacher input to provide targeted student interventions. The Community Schools Manager (CSM) serves as the "central nervous system" of this process, facilitating the problem-solving cycles that turn data into actionable student plans. By mapping both internal and external resources, the CSM ensures that interventions are implemented with fidelity and monitored for impact, resulting in a responsive environment where student needs are addressed in real-time.

Integrated Family and Student Engagement

We recognize that a "joyful school" is a prerequisite for academic success. Our CSM utilizes weekly mental health data via Sown to Grow to guide targeted social-emotional supports, complemented by Restorative Justice practices and a vibrant Visual and Performing Arts (VAPA) program. Parallel to student engagement, our family partnership strategy affirms the cultural experiences of our community. By coordinating high-touch events—ranging from Mosaic Night to monthly community coffees—the CSM facilitates a collaborative ecosystem where families directly influence school priorities through the SSC and PTA, thereby boosting overall student achievement.

Strategic Leadership and Attendance Success

Our operational strategy has yielded an impressive 96% positive attendance rate. This success is the result of a multi-faceted approach managed by our Attendance Team, combining clear messaging and engaging incentives with expanded independent study options. The CSM strengthens this by serving as a bridge between school and home, resolving absences through supportive communication. Furthermore, given district financial constraints, school leadership and the PTA work collectively to prioritize and manage investments through open data sharing and joint problem-solving, ensuring resources are allocated where they are needed most.

Advanced Collaboration and Intensive Literacy Intervention

At Crocker Highlands, we have elevated instructional collaboration by expanding our Professional Learning Communities (PLCs) beyond single grade levels into broader grade spans. Our K–2 teams meet monthly to share strategies on foundational literacy, with a focused emphasis on UFLI implementation. Our 3 - 5 teams meet monthly to share strategies on implementing our core adopted curriculum, EL Education - All Block component.

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 <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a				

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Crocker Highlands Elementary School	SCHOOL ID: 111
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3: SCHOOL STRATEGIES & ACTIVITIES [Click here for guidance on SPSA practices](#)

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

School Goal:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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 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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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 in joyful schools.

School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	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.	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.

School Goal: By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

Identified Need: Specifically:
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	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	The principal 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				
#	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 Black/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		<i>ELL Progress Data</i>		
#	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 K-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 2026-27 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
Funding will support a Vocal Music Instructor to join the Visual and Performing Arts Team, providing weekly 30-minute sessions for Kindergarten through 3rd-grade students. This initiative improves outcomes by integrating cross-disciplinary skills, using rhythm and beat to reinforce mathematical concepts and historical context to enrich Social Studies. Furthermore, the program serves as a vital tool for Social-Emotional Learning and literacy, helping students build self-esteem through expressive communication. While the entire early elementary student body will benefit, this instruction is particularly impactful for English Language Learners (ELL) and students receiving speech and language support, as it provides a rhythmic, high-engagement environment to practice vocabulary and oral fluency.	\$37,658	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10604	Teacher Education Enhancement	0.40			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	111-1
All Visual and Performing Arts (VAPA) teachers with the essential instructional materials required to deliver a curriculum fully aligned with the California Arts Standards. By equipping classrooms with these resources, the initiative ensures that every student at our school benefits from equitable access to high-quality arts education. This investment directly improves student outcomes by fostering creativity, building resilience through creative risk-taking, and supporting social-emotional well-being by providing a vital outlet for self-expression and personal growth.	\$21,098	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	111-2
East Bay Agency for Children will provide expanded learning opportunities through comprehensive after-school programming that includes academic tutoring, intensive literacy instruction, and career-focused enrichment activities. By creating a physically and emotionally safe environment supported by diverse mentors, the program improves student outcomes by fostering academic confidence, time-management skills, and social-emotional resilience. Students report a stronger sense of belonging and improved communication with both peers and family members. This initiative specifically prioritizes the district's most vulnerable unduplicated students, such as newcomers, foster youth, and those experiencing homelessness, ensuring equitable access to the transformative experiences necessary to become thriving, productive leaders.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			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.	111-3

PROPOSED 2026-27 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
Funding will support the employment and specialized training of East Bay Agency for Children youth development experts, ensuring the program maintains a high-quality 1:20 staff-to-student ratio. By hiring a diverse team of college students and Oakland community members who reflect the student population, the program improves outcomes by fostering a culturally relatable and safe environment conducive to social-emotional growth and academic engagement. Ultimately, this investment benefits the students through personalized mentorship, the local community through professional career pathways, and families by providing a secure, professionally vetted after-school space.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			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.	111-4
Funding will be directed toward contracting Wellness Together consultants to provide intensive mental health interventions for Tier 3 students, focusing on those with the highest level of social-emotional needs. By establishing a professional safe space for clinical support and emotional regulation, this program directly addresses the psychological barriers—such as chronic stress, anxiety, or trauma—that frequently impede a student's ability to process information and participate in lessons. As students develop stronger coping mechanisms and emotional stability, they can shift their cognitive energy away from survival or distress and back toward their studies. Ultimately, this investment improves student outcomes by increasing classroom engagement, improving attendance, and boosting overall academic stamina, ensuring that our most vulnerable learners are emotionally "ready to learn" and can focus successfully on their educational goals.	\$10,300	LCFF Supplemental	5825	Consultants			0.00			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.	111-5
Funding will support the Visual Arts Teacher position, a key member of the Visual and Performing Arts team dedicated to delivering a curriculum aligned with the California Arts Standards. By providing robust instruction in drawing, painting, sculpture, and digital media, the teacher improves student outcomes through the development of artistic literacy, critical thinking, and social-emotional resilience. This role benefits the entire student population by fostering "relevant, responsive, and joyful" experiences that empower students to express their unique identities and connect their creative work to the broader world.	\$90,028	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1110	Teacher Education Enhancement	0.80			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning	111-6



CROCKER ELEMENTARY SCHOOL
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Rebekah Hynson
Vice Chairperson:	Emily Young
Secretary:	Julia Prinzi

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?)
1 Dr. Dung Kim Nguyen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1 Melanie Schane	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1 Kat Wethington	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Julia Prinzi	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Sarah Gerber	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
1 Emily Young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Rebekah Hynson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Monica LaBoskey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Ray Cagan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Chrisitne Mirov	<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"/>	

SSC Meeting Schedule: (Day/Month/Time)	4rd Thursday of the Month, 3:30-4:30 PM
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members