

Board Office Use: Legislative File Info.	
File ID Number	22-1681
Introduction Date	8/24/22
Enactment Number	22-1453
Enactment Date	8-24-2022 CJH



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School

Ask of the Board Approval by the Board of Education of the 2022-2023 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

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

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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
Address: 525 Midcrest Road
Oakland, CA 94610

Position: Principal
Telephone: 510-451-5900
Email: dungkim.nguyen@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/28/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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 § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control 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: 4/28/2022

6. The public was alerted about the meeting(s) through one of the following:
- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input checked="" type="checkbox"/> <i>Announcement at a public meeting</i> | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|---|--|

Signatures:

Dung Kim Nguyen <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<i>Dr. Dung Kim Nguyen</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/5/2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Jaime Diaz <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<i>Jaime Diaz</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5/5/22 <hr style="border: 0; border-top: 1px solid black;"/> Date
Kathleen Arnold <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	<i>Kathleen Arnold</i> <hr style="border: 0; border-top: 1px solid black;"/> Signature	5.19.2022 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/>	 <hr style="border: 0; border-top: 1px solid black;"/>	5/20/22 <hr style="border: 0; border-top: 1px solid black;"/>

2022-23 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 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/28/2021	SSC	Reviewed SPSA 2021-22 Priorities/Goals for Focus Groups
11/18/2021	SSC	Reviewed Parent Involvement Policy & Home School Compact; Review Diagnostic iReady Data
12/16/2021	SSC	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)
1/6/2022	SSC	Reviewed 2022-23 Budget
2/14/2022	Faculty/ Leadership Team	Discussed Needs Assessment & Annual Review and Update from 2021-22 SPSA
2/24/2022	SSC	Discussed Needs Assessment & Annual Review and Update from 2021-22 SPSA; Draft Strategies & Actions for 2022-23
3/10/2022	PTA	PTA Parent Survey 2022-23
TBA	PTA	PTA Teacher Survey 2022-23
3/14/2022	Faculty/ Leadership Team	Discussed Needs Assessment & Annual Review and Update from 2021-22 SPSA; Draft Strategies & Actions for 2022-23
3/31/2022	SSC	Review 2022-23 Budget; Review Draft of SPSA 2022-23 Plan
4/28/22	SSC	Reviewed Data and Vote to Approve 2022-23 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. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

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.

2022-2023 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	\$73,865.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$25,980.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$47,885.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$73,865.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$73,865.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Crocker Highlands Elementary School

School ID: 111

School Description

Crocker Highlands is a California Distinguished School, serving grades K-5, located in the Trestle Glen neighborhood in Oakland. At Crocker Highlands, staff, students and families all work together to ensure that our students develop a love for learning in a supportive, inclusive school community. We recognize and support diverse learning styles and inspire personal and social responsibility, while also promoting the academic development of our students. With the aid of parent volunteers and a broad range of PTA-funded enrichment programs, students receive a well-balanced and integrated curriculum of language arts, mathematics, history/social studies, science, physical education, technology, visual and performing arts, and social-emotional learning. Much of our success is due to the strong faculty, staff, PTA, and community volunteers who help in the classrooms, office, and the playground every day.

School Mission and Vision

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

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

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	77%	<i>not available until Fall 2022</i>	87%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	54%	<i>not available until Fall 2022</i>	64%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	73%	<i>not available until Fall 2022</i>	83%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	62	n/a	<i>not available until Fall 2022</i>	72
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	64%	<i>not available until Fall 2022</i>	74%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	46.8	n/a	<i>not available until Fall 2022</i>	56.8
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	54%
CAST (Science) at or above Standard	All Students	69%	n/a	<i>not available until Fall 2022</i>	79%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-30	n/a	<i>not available until Fall 2022</i>	-20.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-2.2	n/a	<i>not available until Fall 2022</i>	12.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	34%	<i>not available until Fall 2022</i>	45%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-25	n/a	<i>not available until Fall 2022</i>	-15.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	4.1	n/a	<i>not available until Fall 2022</i>	14.1

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	14%	0%	<i>not available until Fall 2022</i>	24%

LTEL Reclassification	Long-Term English Learners	n/a	n/a	<i>not available until Fall 2022</i>	10%
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	93%	87%	<i>not available until Fall 2022</i>	97%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	3%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	Special Education Students	2%	n/a	<i>not available until Fall 2022</i>	1%
Chronic Absenteeism	All Students	2%	0%	<i>not available until Fall 2022</i>	1%
Chronic Absenteeism	African American Students	11%	0%	<i>not available until Fall 2022</i>	1%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	iReady Reading Fall 2021 data indicate that Kindergarten students are at 58%, 1st-53%, 2nd-52%, 3rd-78%, 4th-66%, and 5th-47% at grade-level placement. iReady Reading Winter 2021 data indicate that 1st- 60%, 2nd- 70%, 3rd- 83%, 4th- 70%, and 5th- 51% at grade-level placement.	Crocker teachers provide focused and student-centered quality Tier 1 instruction.
<i>LCAP Goal 2: Focal Student Supports</i>	Crocker's COST team has met weekly to identify students who need academic, behavioral, and social/emotional support. Parents have also attended Student Success Team (SST) meetings. We have been able to provide Tier 1 and Tier 2 small group instruction, mental health services (individual/groups), student social skills group and support students when they are in crisis. Tier 3 behavior plans and supports were added for our students with 504 Plans and Individualized Education Plan (IEP). A number of our students who were in crisis are now able to participate productively in class with support.	Crocker teachers and staff recognize the diverse individuals and groups that make up our school community. Our team focuses on establishing positive relationships with each other, and students. Each teacher have focal students from the data inquiry cycle. We believe that every student can succeed and deserve the best support and care. Currently, attendance at Crocker remains steady, although this year we have an increased number of students on Independent Study, or absent due to illness or quarantine.
<i>LCAP Goal 3: Student/Family Supports</i>	Crocker families know who to ask for extra help, teachers in regular communication with families, weekly newsletter from the school, and responsive principal.	Parent-Teacher Conference Days, Family Navigator, PTA Sponsor- Buddy Program, PTA New Families Support, Classroom Parent, PTA Kinsella Parent Communication, OUSD Parent Square Communication, affinity groups, PTA funded counseling interns, reading specialist, PTA funded aides, STIP for ELL support.

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Crocker teachers and staff reflect the diversity of our student population. Our teachers and staff are provided quality district and site-based professional development, and collaboration time to further develop. For professional development, we provided time to learn about Science of Literacy, EL Education, Social and Emotional Learning (SEL) Standards, and Caring Schools for Community. Our latest survey around SEL/Caring Schools for Community indicate that 93.8% of teachers are comfortable turning to colleagues when challenges arise and 87.5% teachers are comfortable turning to the administrator when challenges arise.</p>	<p>Crocker's teachers, staff and administration is made up of a dedicated team of individuals, who have strong support from the community. Crocker attracts qualified, passionate, and hard working teachers and staff that believe in our school mission and vision. There is a high level of professionalism and leadership on our site. Professional development are responsive to teachers, grade level collaboration, a teacher on special assignment to support literacy, and principal availability.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>iReady Math Fall data indicate that Kindergarten students are at 52%, 1st-18%, 2nd-30%, 3rd-38%, 4th-35%, and 5th-22% at grade-level placement. The range of academic needs in each classroom has broadened.</p>	<p>Due to Distance Learning from 2020-21, student achievement has been impacted in all areas such as Reading and Math. Last year, vulnerable students had attendance challenges, and focal students were not able to consistently receive Tier 2 interventions via zoom due to technology difficulties. There were fewer opportunities for our English Language Learners (ELLs) to practice listening, reading, writing, and speaking in English. iReady is a relatively new assessment platform that students are still learning to access.</p>

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>We developed small group intervention schedules, and have specialist supporting focal students. Staffing shortages, and staff absences have impacted our ability to keep supports and schedules consistent. Some of our focal students who need the most help have been absent. African American students scored lower than other subgroups in reading and math proficiency. iReady Reading Diagnostic indicate that 26% of Black or African American students are at grade-level placement. (Asian = 65%; Native Hawaiian or Other Pacific Islander = 84%; White = 66%) iReady Math Diagnostic indicate that 5% of Black or African American students are at grade-level placement. (Asian = 35%; Native Hawaiian or Other Pacific Islander = 50%; White = 33%)</p>	<p>COVID is impacting the attendance of both staff, and students. TSA/STIPs, reading specialist, math intervention teacher, and activity leaders have limited capacity on the number of students they can support at a time. TSA/STIPs/Principal are needed to provide classroom coverage due to COVID related absences. Due to lower enrollment than projected, one of our teacher was consolidated, which increased our 5th grade classroom size. During the 2020-21 school year, remote learning at home, resulted in loss of social skills.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Having enough support to fully differentiate and have small groups.</p>	<p>Inadequate resources, staffing.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Teaching during a pandemic is very challenging. We strategically build Social Emotional Learning, and wellness into our professional development schedules/meetings.</p>	<p>Due to the pandemic, we have experienced staff shortages. The ongoing health concerns have caused physical and emotional distress for staff. There are many priorities for teacher professional development, and limited time.</p>

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Our students have less access to district funding than their counterparts in OUSD and receive no federal funding. We rely on the PTA to raise money to get us near to the level of funding that our counterparts at Title 1 schools receive. Most of our students have access to effective and experienced teachers. Almost all of Crocker's teachers are fully credentialed, and most come to Crocker with some prior teaching experience. Many have additional degrees and/or other professional experience before becoming teachers. We have used site funds in conjunction with PTA donations to provide Tier 2 supports such as reading and math intervention, counseling interns, a librarian, and a part-time psychologist. All of our students have equal access to programs and supports provided by our school.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Crocker Highlands Elementary School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

Due to COVID, we have had to limit in-person gatherings/meetings, and utilize virtual platforms (Zoom) to host gatherings/meetings. There were staffing changes this school year. The ESSER funds permitted us to hire a part-time Teacher on Special Assignment (TSA) to support our Literacy strategies and goals. Our math intervention teacher transitioned from Oakland Unified School District, and we have been unable to rehire. We utilized LCFF funds to hire a part-time STIP substitute that is currently supporting math and reading intervention grades K - 5. Currently, we have been able to implement most of the SPSA strategies and actions. Students and staff absences due to COVID reasons have interrupted learning and instruction. In addition, we have had to utilize our TSA and STIP substitute to provide classroom coverage due to COVID related absences.

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?
Not applicable; this school did not receive Title I funds in 2021-22.				

2022-23 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](#)

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority: Sense of Belonging

School Theory of Change:

If the school staff implement systems that attend to the social emotional needs of students, teachers build positive relationships with students, and students build positive relationships with each other, kids will feel safer taking academic risks, which will lead to improved academic outcomes.

Related Goal:

Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teach PBIS matrix (including voice levels); use restorative practices to facilitate conflict resolution; reinforce schoolwide expectations with continuing students; consider new way to acknowledge positive behavior.	Leadership team continues to discuss positive school culture; Principal to provide restorative questions & conversation starters to staff & review training	Low numbers of Universal Referral Forms (URF) and suspensions.		Tier 1
1-2	Integrate culturally responsive teaching strategies such as creating relevant math word problems and using stations that target diverse learning styles and interests into instruction to support all students, in particular our students of color, newcomers, homeless, foster youth and GATE students.	Continue using shared literature, videos and speakers to help teachers learn about best practices. Schedule PD time for this.	Reduction in opportunity gaps based on race and special education status on Smarter Balance Assessment Consortium (SBAC).		Tier 1

1-3	Teach & reinforce our school mantra, "At Crocker, we show respect to everyone," as well as words of the month, use Caring School Community curriculum	Parent workshops on issues relating to equity (pending PTA funding), New leadership team to consider how mantra & words of the month are to be taught in class and what kinds of assemblies will best support positive school culture	California Healthy Kids Survey (CHKS) data, leadership team meeting notes		Tier 1
1-4	Help all new students transition to Crocker with buddies, lunch club, orienting them to the school building, weekly class meetings to help build community. Connect interested families new to Crocker with buddies.	Kindergarten orientation, buddy families supported by PTA, principal spend time getting to know and personally welcoming new students in upper grades, principal spending time in kindergarten classes getting to know students	List of buddy families, new students integrating onto the yard and within the classroom, personal interviews with new families regarding the transition, talk to kindergarten parents to help orient with culture of school, etc.		Tier 1
1-5	Teachers continuously move around the playground during yard duty, helping students to solve problems using restorative questions.	Make sure all staff members have training on restorative practices at the beginning of the year and remind them about it during the year.	Reducion in Universal Referral Forms (URFs)		Tier 1
1-6	Keep families informed of work in classes related to bias, diversity, etc. Assign projects that reinforce these concepts through weekly newsletters.	Encourage staff to include in their newsletters updates related to bias and diversity.	Teacher newsletter		Tier 1
1-7	Participate in free community events that bring together our diverse families.	Coordinate with PTA leadership to plan events and to recruit volunteers who represent the spectrum of families.	School newsletter		Tier 1
1-8	Recommend students needing support to COST	Provide counseling interns to support students' emotional needs, reading and math support for academic needs.	Coordination of Services Team (COST) Tracker		Tier 2

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**

School Priority:	STEM
School Theory of Change:	If all students receive high quality NGSS-aligned science instruction for at least 60-90 minutes per week, then they will meet or exceed science standards. If they receive daily rigorous, standards-aligned math instruction and differentiated support, then students will meet or exceed math standards.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Use Common Core State Standards and Math Practices as well as district-provided Math Expressions or Bridges Math curriculum in addition to supplemental materials teachers choose (i.e. Mathematical Mindsets, Math Their Way). Use Frontrowed.com for differentiation and Bridges for intervention. to guide planning in mathematics.	Devote professional development and PLC time to planning math instruction. ILT and whole staff to review math benchmark data. Provide supplementary math materials, including manipulatives and other curricula as needed. Include freckle.com access to provide opportunities for acceleration for GATE students.	Walk throughs, math benchmarks, Bridges assessments, CAASP Interim Assessment Blocks (IABs), Professional Learning Community (PLC) time; iReady Math data, report cards aggregated both by subgroups and overall.		Tier 1
2-2	Use math data to assign students to receive help from .3 math intervention teachers and to receive small group instruction within classrooms.	Provide funding for part-time teacher to support students. Collaborate with mental health interns and/or psychologist and special education staff to support students. Fund .2 psychologist and mental health interns if approved by parent body.	Walkthroughs, math benchmarks and embedded assessments.		Tier 2

2-3	Provide math homework that involves families in supporting children and understanding CCSS in math.	Plan for and schedule one parent education event regarding math standards (likely PTA funded). Include math program in afterschool offerings (enrichments) as well as access to freckle.com.	Conversations with teachers.		Tier 1
2-4	Special education staff should use Common Core Math Standards to plan instruction in support of math goals for their students.	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	Professional development schedule.		Tier 3
2-5	Develop strong number sense through heavy use of manipulatives, Number Corner & Number Talks in K-5 classrooms (no TK at this school).	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum and provide PD/collaboration time to learn and share best practices in mathematics instruction.	Walk throughs, teacher observation and evaluation.		Tier 1
2-6	Use NGSS standards and FOSS curriculum to plan science lessons occurring at least 60 minutes per week in K-2 and 90 minutes per week in grades 3-5.	Devote PLC time to collaboratively planning science. Support teachers in creating weekly schedules that include science.	CAST, FOSSMap, Professional development plan		Tier 1

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

School Priority:	High quality ELA and ELD curriculum and implementation				
School Theory of Change:	If students receive high quality instruction in English Language Arts and English Language Learners receive both designated and integrated ELL supports, then students will meet or exceed ELA standards.				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

3-1	Implement Heggerty phonemic awareness in kindergarten and strong phonics program K-2 (i. e., SIPPS)	Provide K/1 teachers time to plan SIPPS, Heggerty & Total Reading programs to implement with fidelity given the numbers of adults available to support	iReady reading data K-2; K-2 teachers have foundational skills instruction on their weekly schedules; Foundational skill assessment data K-2; small groups are included in teacher and support staff schedules		Tier 1
3-2	Provide reading opportunities for students during independent and small group work	Teachers offer differentiated instruction with complex texts and monitor progress and adjust instruction based on curriculum embedded assessment.	Lesson plans; walkthroughs; PLC schedule		Tier 1

3-3	<p>Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with reading specialist to support students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.</p>	<p>Targeted students should be identified within the first month and assigned to Tier 1 and Tier 2 supports. Schedule reading lab, reading shuffle, PTA support in literacy in K classrooms and for 3rd-5th grade students; hire STIP and PTA-funded reading specialist to support struggling readers and English learners; gifted students grouped together for advanced word study and/or reading groups</p>	<p>Reading lab and STIP schedules</p>		Tier 2
3-4	<p>Base instructional literacy programs in general education and special education on strong foundational understanding and application of Common Core Standards and adjust teaching strategies to meet the needs of all students, and particularly students with IEPs, based on informal and formal assessments as we prepare students for middle school.</p>	<p>Hold general ed and special ed teachers accountable for grade level PLCs around assessment data to identify implications for instruction; include all teachers in ELA professional development sessions; schedule time for PLCs to discuss reading data; hire one reading specialist using PTA funds to work with struggling students; review data with SSC</p>	<p>PD schedule; Grade Level PLCs meet on the 4th Wednesday of each month</p>		Tier 3

3-5	As part of implementing culturally responsive strategies, include multicultural literature in classroom libraries, including books written in other languages spoken by our students. Encourage appreciation of diverse literature by inviting parents and community members to participate in read-ins (i.e. African-American, Latinx, Asian/Pacific) organized by the Oakland Education Fund.	Encourage teachers and librarian to select new books both for classrooms and school library reflecting the cultures and languages of the school's students and continue work with Culturally Responsive Instruction. Hold book swap, providing free books for all students and budget for purchase of multicultural books both for classrooms and the library.	Classroom and school library equity audits		Tier 1
3-6	Teach each group of kindergarten students over the course of the first three days, gathering initial data about pre-literacy skills. Schedule year-long reading support from PTA employee in Kindergarten classrooms and as a pullout in K-2.	Plan balanced beginnings and meet with teachers on 3rd day to make balanced final class lists. Kindergarten orientation event for students to spend 20 minutes in each kindergarten class, draw themselves and write names if possible so we get a sense of literacy readiness	Classes lists		Tier 1
3-7	Provide all students, particularly ELLs and Special Education students, access to complex texts and teach strategies to make meaning from what they read. Use new ELA curriculum if adopted.	Devote some PD time to teaching strategies for reading complex text (difficult sentence structure, sophistication of content)	PD schedule		Tier 1

3-8	Encourage student participation among homeless and low income youth in after school programs by providing free access to them. Provide supplemental access to classroom libraries to our low income, foster youth and English learners to expand their range of available books to read at home.	Work with after school programs to ensure scholarships are available for homeless and low income students to participate free of charge. Ensure low income and non-English speaking parents know about the book donation box in the office to provide additional access to books to bring home for their libraries	School bulletins		Tier 2
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<i>District Strategy:</i> Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING					
School Priority:	Ensuring teachers receive high quality professional adult learning, and develop a respectful culture of inquiry and learning.				
School Theory of Change:	If school leadership is holding a collective vision and goal setting to support high quality professional adult learning (PD and PLC), then a distributed leadership team approach ensures that (1) decision-making responsibilities are shared, (2) mobilize teacher leaders at all levels in the school in order to generate opportunities for professional development to build the shared capacity for improvement, then teachers will feel supported and engaged in professional development. This will lead to improved academic outcomes for students.				
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity. In the 2022, Caring School Community teacher survey, 93.8% of teachers responded feeling comfortable turning to colleagues when challenges arise and 87.5% teachers are comfortable turning to the administrator when challenges arise.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

4-1	Collaborate with colleagues around standards and curriculum	Staff leaders create and lead PD related to standards and curriculum	Improved math (SBAC), reading (SRI) and ELA (SBAC) for all groups, and in particular African-American and students with disabilities		Tier 1
4-2	Grade Level PLCs meet once a month on Wednesday. Grade Level PLCs will have release time for planning, and deep data dive.	Principal will coordinate sub coverage and map out Planning Days at the beginning of year so that teachers can plan accordingly. TSA, Grade Level Lead Teachers, and Principal will plan agenda for Planning Days and facilitate these sessions. Grade Level Lead will plan agenda for PLC monthly meeting.	Calendar, Agenda, Notes		Tier 1
4-3	Determine 3-5 focal students, use them to ground their Inquiry Cycles, and plan how to support them.	Principal will have Data Conferences with teachers (either individually or in grade level teams) focusing on academic progress of these students. Data Conferences happen at the end of each Trimester.	Improved math (SBAC), reading (SRI) and ELA (SBAC) for all groups, and in particular African-American and students with disabilities;		Tier 2

4-4	Teachers will understand Universal Design for Learning - Tier 1 strategies (Community Circle, PBIS, Restorative Justice) and be able to describe what they are doing in the classrooms for students needing additional support. Teachers will monitor and document in-class strategies, interventions and tools (Behavior Plans, outreach to families, informal assessments) before referring to COST.	Principal will provide professional development on Universal Design for Learning. Staff leaders create and lead PD on Tier 1 Intervention Strategies. COST will meet at least twice a month to collaborate strategic intervention supports for Tier 2/ Tier 3 students. Principal will collaborate with school site SEL lead teacher/ PBIS lead teacher to provide professional development on Caring School Community, mental health supports, and restorative justice practices. Counseling interns, school psychologist, and inclusion specialist will lead groups to support Tier 2/Tier 3 students who referred to COST to develop positive self-esteem and social skills.	PD agendas and notes, walk throughs		Tier 1
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Achievement for African American students in math
School Theory of Change:	If we provide strategic math instruction to support African American students who are not meeting grade-level iReady Mastery Standards, will will accelerate growth to close the opportunity gap.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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5-1	Analyze district diagnostic assessments to identify students needing interventions and specific areas for improvement	Provide time for structured data dives and collaboration to plan intervention	Data Analysis System		Tier 1
5-2	Create instructional support groups/structures for identified students	Schedule instructional support: PTA Activities Leaders, Math Intervention TSA/STIP	Intervention Schedule		Tier 2
5-3	Monitor student progress and adjust instruction as needed	Use iReady formative math assessments to measure student understanding/progress	iReady Progress Monitoring		Tier 2

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	English Language Development
School Theory of Change:	If we provide dedicated English language instruction and use GLAD strategies with English learners, these students will improve their skills and reclassify on time.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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6-1	Participate in professional development related to improving ELA instruction for ELL students and implement targeted instruction for English learners as well as GLAD strategies such as planning for peer interaction, supporting meaning with use of realia, visuals and movement when introducing concepts, activating prior knowledge during initial instruction and creating shared knowledge as the lessons progress and conclude.	Hire STIP to provide release time for teachers' professional development and support ELL students. Schedule professional development opportunities with Network 2 ELL Coordinator as well as reading lab to support English learners.	ELPAC, SRI		Tier 1
6-2	Teachers use high leverage integrated ELD practices during ELA, Math, & Science.	High leverage integrated ELD strategy focus: academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives). Provide PD, observation & feedback on classroom practice	PD agendas, observation notes and feedback tracker		Tier 1
6-3	As part of implementing culturally responsive strategies, include multicultural literature in classroom libraries, including books written in other languages spoken by our students. Encourage appreciation of diverse literature by inviting parents and community members to participate in read-ins (i.e. African-American, Latinx, Asian/Pacific) organized by the Oakland Education Fund.	Encourage teachers and librarian to select new books both for classrooms and school library reflecting the cultures and languages of the school's students and continue work with Culturally Responsive Instruction. Hold book swap, providing free books for all students and budget for purchase of multicultural books both for classrooms and the library.	Examining list of books purchased		Tier 1

6-4	Teachers of ELLs will engage families at least twice a year in academic goals setting via parent conferences. Teachers will use the ELL Snapshots to discuss student progress and create a plan of action for the student to move towards reclassification with the families.	Model and set the expectation of sharing the EL Snapshot with teachers during teacher PD before conferences.	Observations of goal setting conferences and parent sign-in forms.		Tier 2
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PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 111

School: Crocker Highlands Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Copier Maintenance	\$3,500	General Purpose Discretionary	5610	Equip Maintenance Agreeemt		n/a		Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with reading specialist to support students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.	111-1
Extended Contracts	\$3,331	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	College/Career Readiness	Ensure classrooms have appropriate supplies and opportunities to collaborate around curriculum and provide PD/collaboration time to learn and share best practices in mathematics instruction.	111-2
Prep/Enrichment Teacher	\$15,137	LCFF Supplemental	1105	Certificated Teachers' Salaries	1110	Teacher Education Enhancement	0.15	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Provide math homework that involves families in supporting children and understanding CCSS in math.	111-3
Substitute Teacher Incentive Plan (STIP) Teacher	\$38,918	One-Time COVID Funding	1105	Certificated Teachers' Salaries	1513	STIP Teacher	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Use math data to assign students to receive help from .3 math intervention teachers and to receive small group instruction within classrooms.	111-4
Substitute Teacher Incentive Plan (STIP) Teacher	\$29,416	LCFF Supplemental	1105	Certificated Teachers' Salaries		STIP Teacher	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with reading specialist to support students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.	111-5

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 111

School: Crocker Highlands Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Substitute Teacher Incentive Plan (STIP) Teacher	\$7,354	General Purpose Discretionary	1105	Certificated Teachers' Salaries		STIP Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Collaborate with colleagues around standards and curriculum	111-6
Supplies	\$15,126	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement Heggerty phonemic awareness in kindergarten and strong phonics program K-2 (i. e., SIPPS)	111-7



CROCKER ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

Chairperson:	Jaime Diaz
Vice Chairperson:	Brandon Wall
Secretary:	Jennifer Doersam

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?)
DUNG KIM NGUYEN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
JAIME DIAZ	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
JENNIFER DOERSAM	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
LYNNA REID	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
HAIMANOT DEJENE	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
SARAH GERBER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
STEPHANIE POWELL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
RENIA WEBB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
RODNEY RICHTER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
BRANDON WALL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
ANGELA ALLEN (ALTERNATE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MELANIE SCHANE (ALTERNATE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	4th Thursday of the Month at 3:45 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