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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 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)

- 2023-2024 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Crocker Highlands Elementary School
CDS Code: 1612596001754
Principal: Dung Kim Nguyen
Date of this revision: 5/24/20

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

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

Contact: Dung Kim Nguyen	Position: Principal
Address: 525 Midcrest Road Oakland, CA 94610	Telephone: 510-879-3111 Email: dungkim.nguyen@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/24/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- | | | |
|--|--|--|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (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: 5/18/2023

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, ParentSquare blasts, etc.)

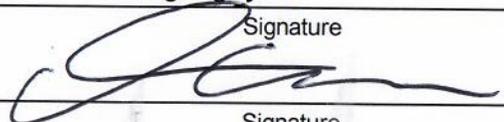
Signatures:

Dung Kim Nguyen
Principal

Dr. Kim-Dung Nguyen
Signature

5/23/2023
Date

Brandon Wall
SSC Chairperson


Signature

5/24/2023
Date

Kathleen Arnold
Network Superintendent

K. Arnold
Signature

6/6/23
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

6/6/2023
Date

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
10/27/2022	SSC	Reviewed Parent Involvement Policy & Home School Compact
11/17/2022	SSC	Reviewed SBAC Data. Reviewed Fall iReady Data - Look at outcomes specifically for focus groups (English Learners, Foster Youth, Special Education, Low Income, African American, Latino, Asian/Pacific Islander)
1/26/2023	SSC	Reviewed SPSA 2022-23 Priorities/Goals for Focus Groups
1/26/2023	SSC	Reviewed 2023-24 Budget
1/30/2023	Instructional Leadership Team	Discussed Needs Assessment & Annual Review and Update from 2022-23 SPSA
2/23/2023	SSC	Discussed Needs Assessment & Annual Review and Update from 2022-23 SPSA; Draft Strategies & Actions for 2023-24
3/1/2023	PTA	PTA Parent Survey 2022-23
3/1/2023	PTA	PTA Teacher Survey 2022-23
3/27/2023	Instructional Leadership Team	Discussed Needs Assessment & Annual Review and Update from 2022-23 SPSA; Draft Strategies & Actions for 2023-24
3/23/2023	SSC	Review 2023-24 Budget; Review Draft of SPSA 2023-24 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 in part through one-time COVID relief funds to enable OUSD 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.

2023-2024 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	\$83,655.00

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	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$24,780	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$58,875	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$83,655	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$83,655
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
48.4%	51.6%	4.3%	1.2%	0.0%	0.5%	18.3%	8.9%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
8.9%	41.0%	14.5%	11.6%	1.0%	0.0%	0.0%	17.8%

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Eighty percent of our our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years.

Early Literacy Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	76.8%	54.2%	<i>not available until Fall 2023</i>	86.8%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	54.3%	71.6%	<i>not available until Fall 2023</i>	64.3%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	73.0%	76.8%	<i>not available until Fall 2023</i>	83.0%
English Language Arts Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	62	n/a	47.2	<i>not available until Fall 2023</i>	72.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	63.7%	59.0%	<i>not available until Fall 2023</i>	73.7%
Mathematics/Science Measures & Annual Targets						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	46.8	n/a	36.5	<i>not available until Fall 2023</i>	56.8
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	55.8%	<i>not available until Fall 2023</i>	54.0%
CAST (Science) at or above Standard	All Students	68.6%	n/a	58.7%	<i>not available until Fall 2023</i>	78.6%

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

School Goal for Targeted Supports for African American students will demonstrate significant growth of at least 14 Focal Student Groups: positive points each year towards meeting standard as measured by the SBAC.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-30	n/a	19.0	<i>not available until Fall 2023</i>	-20.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-2.2	n/a	2.2	<i>not available until Fall 2023</i>	12.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	34.5%	41.9%	<i>not available until Fall 2023</i>	44.5%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-25	n/a	4.9	<i>not available until Fall 2023</i>	-15.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	4.1	n/a	-21.6	<i>not available until Fall 2023</i>	14.1

Reclassification Measures & Annual Targets

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	14.3%	0.0%	55.6%	<i>not available until Fall 2023</i>	24.3%
LTEL Reclassification	Long-Term English Learners	n/a	n/a	n/a	<i>not available until Fall 2023</i>	10.0%

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

School Goal for Student & Family Engagement: All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	92.6%	86.7%	77.6%	<i>not available until Fall 2023</i>	96.7%
Out-of-School Suspensions	All Students	0.2%	n/a	0.0%	<i>not available until Fall 2023</i>	0.1%
Out-of-School Suspensions	African American Students	2.7%	n/a	0.0%	<i>not available until Fall 2023</i>	1.7%
Out-of-School Suspensions	Special Education Students	1.9%	n/a	0.0%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	1.7%	0.2%	9.2%	<i>not available until Fall 2023</i>	10.0%
Chronic Absenteeism	African American Students	11.1%	0.0%	21.6%	<i>not available until Fall 2023</i>	11.0%

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

School Goal for High-Quality Staff: Return rate of 90% for all staff.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	81.8%	84.5%	84.0%	<i>not available until Fall 2023</i>	95%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	iReady Reading Fall 2022 data indicate that Kindergarten students are at 27%, 1st- 22.9%, 2nd- 33.8%, 3rd- 50%, 4th- 42.2%, and 5th- 38.2% at grade-level placement. iReady Reading Winter 2023 data indicate that 1st- 42.3%, 2nd- 57.1%, 3rd- 62.7%, 4th- 55.6%, and 5th- 46.7% at grade-level placement.	Crocker teachers provide focused and student-centered quality Tier 1 instruction.
<i>LCAP Goal 2: Focal Student Group 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 Engagement</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, SARB/SART Meetings, PTA Sponsor- Buddy Program, PTA New Families Support, Classroom Parent, PTA Konstella Parent Communication, OUSD Parent Square Communication, affinity groups, ESSER funded counseling intern, reading specialist, PTA funded aides, STIP/TSA for ELL support/literacy 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, Caring Schools for Community, and OUSD Office of Equity PDs: How to Be an Antiracist Educator: Everyday Race Consciousness & Resistance; Addressing Hate Speech & Racial Slurs with Bullying Prevention Best Practices; Disability Identity, Culture, and Pride; Ethnic Studies Framework 101; and Ethnic Studies Pedagogical Principles. Our latest survey around SEL/Caring Schools for Community indicate that teachers feel knowledgeable of the program.</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, and grade level collaboration. We have a teacher on special assignment to support literacy and another teacher on special assignment to support math intervention. The principal is also available to staff, and facilitates instructional leadership support.</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>
<p><i>LCAP Goal 1: College, Career & Community Readiness</i></p>	<p>iReady Math Diagnostic Fall 2022 data indicate that Kindergarten students are at 40.5%, 1st- 14.3%, 2nd- 7.4%, 3rd- 16.2%, 4th- 32.8%, and 5th- 24.7% at grade-level placement.</p>	<p>Student achievement has been impacted by the 2020 pandemic in subject areas such as reading and math. Focal students' attendance are a challenge, therefore they have not been able to consistently receive Tier 2 interventions. iReady is a relatively new online assessment that students are still learning to familiarize with the platform and how to complete the assessment. Students are still working to increase their stamina and mental focus during iReady assessment. iReady diagnostic is an adaptive assessment that adjusts its questions to meet student's needs. Therefore, the iReady can be a lengthy process for students who are demonstrating mastery, approximately 2 -3 days. As a result, students can become less engaged and motivated to continue.</p>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>We developed small group intervention schedules, and have specialist supporting focal students. Staffing shortages 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 African American students- 61.6% (24 students) one or more grade levels below; Asian students- 37.2% (19 students) one or more grade levels below; Filipino student– 25% (1 Students) one or more grade levels below; Latino students– 53.4% (31students) one or more grade levels below; Multi-Ethnicity students – 33.7% (30 students) one or more grade levels below; and White students – 40.3% (67 students) one or more grade levels below. iReady Math Diagnostic indicate that African American students- 82% (32 students) one or more grade levels below; Asian students- 49% (25 students) one or more grade levels below; Filipino students– 50% (2 Students) one or more grade levels below; Latino students– 61.3% (42 students) one or more grade levels below; Multi-Ethnicity students– 46.1% (41 students) one or more grade levels below; and White students– 55.7% (93 students) one or more grade levels below.</p>	<p>Hiring support staff has been a challenge due to shortage and fiscal resources. 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 frequently needed to provide classroom coverage due to substitute shortage.</p>
<p><i>LCAP Goal 3: Student & Family Engagement</i></p>	<p>Having enough support to fully differentiate and have small groups.</p>	<p>Inadequate fiscal resources, staffing shortage.</p>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Currently OUSD is in the 2nd year of implementing the EL Education curriculum, and 1st year of implementing Eureka Math curriculum. Our school professional development schedules/meetings offer Professional Learning Communities (PLCs) for teachers to collaborate on curriculum implementation, and cycles of inquiry. In addition, our teachers participate in on-going professional development from OUSD Office of Equity.</p>	<p>There are a many priorities for teacher professional development, and limited time.</p>
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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. All of Crocker's teachers are fully credentialed, and most come to Crocker with some prior teaching experience. Many have additional degrees and/or other professional experience before becoming teachers. We have used site funds in conjunction with PTA donations to provide Tier 2 supports such as reading and math intervention, and counseling interns. All of our students have equal access to programs and supports provided by our school.

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Crocker Highlands Elementary
School: School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 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.

We have resumed in-person school community gatherings/meetings. In addition, we are utilizing virtual platforms (Zoom) to host gatherings/meetings to be accessible and reach more school community members. There were support staff changes this school year, and shortage of applicants who possessed the job qualifications. The ESSER funds permitted us to hire a part-time Teacher on Special Assignment (TSA) to support our Literacy strategies and goals; Teacher on Special Assignment (TSA) to support math intervention and SARB/SART and a Wellness Together Mental Health Specialist intern. We utilized LCFF funds to hire a part-time STIP substitute to support literacy. Currently, we have been able to implement most of the SPSA strategies and actions. Students and staff absences due to post-COVID pandemic illnesses (cold, flu, etc.) have interrupted learning and instruction, particularly due to substitute shortage. Therefore, we have had to utilize our TSA and STIP substitute to provide classroom coverage.

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/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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N/A

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Crocker Highlands Elementary School

School ID: 111

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Science, Technology, Engineering and Math (STEM)

School Theory of Change:

If all students receive high quality NGSS-aligned science instruction for (K-2; 60 mins total, 2x per week of hands on; and 30 mins total of science literacy) and (3-5; 90 mins total, 2x per week of hands on; and 45 mins total of science literacy), then they will meet or exceed science standards. If all students receive daily (Kindergarten; 50 mins) and (1st - 5th; 60 mins) rigorous, standards-aligned math instruction and differentiated support, then students will meet or exceed math standards.

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	Teachers will have clear learning targets aligned to Math Common Core State Standards. Lessons will focus on using rigorous tasks, and engage students with grade-level examples that include multiple opportunities for student talk. Teacher will use manipulatives to make math more accessible.	Devote professional development for math and PLC time to planning math instruction. Teachers attend OUSD PD opportunities. ILT and whole staff to review math iReady data. Provide supplementary math materials, including manipulatives and other curricula as needed. Include iReady Pathway access to provide opportunities for acceleration for students.	Walkthroughs; Lesson Plans; Mtg. Agenda; i-Ready assessment data; IAB assessment data		Tier 1

1-2	Use math data to assign students to receive help from math intervention teacher and to receive small group instruction within classrooms.	Provide funding for part-time teacher on special assignment (TSA) to support students. Collaborate with mental health specialist and/or psychologist and special education staff to support students. Fund part time mental health specialist.	COST Mtg. Agenda		Tier 2
1-3	Provide math homework that involves families in supporting children and understanding CCSS in math with a specific focus on students below grade level in Math.	Plan for and schedule one parent education event regarding math standards (likely PTA funded). Include math enrichment in afterschool offerings.	Lesson Plan; Newsletter		Tier 1
1-4	Special education staff will collaborate with classroom teachers to design lessons that use Common Core Math Standards to plan instruction that support math goals for their students with Individualized Education Plans (IEPs).	Include special education staff in all math PD and encourage collaboration between general education and special education staff.	Walkthroughs; Lesson Plans		Tier 1
1-5	Develop strong number sense through heavy use of manipulatives, Number Corner & Number Talks in K-5 classrooms.	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.	Walkthroughs; Lesson Plans; Mtg. Agenda		Tier 1
1-6	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.	Schedules; Mtg. Agenda		Tier 1

1-7	Nuture positive math and science identities, agency and provide culturally sustaining strategies with rigor. Teachers will implement strong Academic Tier 1 strategies including visuals, check lists, sentence frames, multi-sensory instruction, white boards, and small groups to ensure all student can access math and science curriculum.	Provide PLC time to integrate Academic Tier 1 sustaining strategies in instruction.	Walkthroughs; Lesson Plans; Mtg. Agenda; Improved i-Ready Proficiency		Tier 1
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Priority:	English Language Arts (ELA) and English Language Development (ELD) - Curricular Planning and Lesson Facilitation
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.
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	K-2 grade teachers implementing daily Foundational Literacy Skills Instruction. These skills are taught sequentially until they are mastered by each student. Using SIPPS data to form small, short term, flexible groups so that early reading instruction can be differentiated.	Provide professional development and learning for implentation of curriculum and strategies. Support and monitor use of foundational skills curriculum across classrooms and grade levels to ensure instructional alignment. Partner with central coordinators to ensure all teachers have access to instructional materials and are trained in use of the curriculum.	SIPPS Mastery Test; iReady Phonics Data, DIBELS Data		Tier 1

2-2	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; Walk throughs		Tier 1
2-3	Work with Tier 2 reading support providers to support differentiated reading instruction at all grade levels. Collaborate around literacy support with PTA employee in all kindergarten classes, participate in reading shuffle in grades 1 and 2 and work with reading specialist to support students at grades 3-5. Ensure African-American, Latino, English Learners, Foster Youth and Low Income students get needed support as we move towards eliminating the opportunity gap.	Targeted students should be identified within the first month and assigned to Tier 1 and Tier 2 supports. Schedule reading lab, reading shuffle, PTA support in literacy in K classrooms and for 3rd-5th grade students; hire PTA-funded reading specialist to support struggling readers and English learners.	SIPPS Mastery Test; i-Ready Data		Tier 2
2-4	Base instructional literacy programs in general education and special education on strong foundational understanding and application of Common Core Standards. Use curriculum formative assessments, universal screening, diagnostic assessments, and i-Ready data to monitor progress 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.	Support understanding and implementation of required assessments. Facilitate teacher data conferences. Utilize data analysis tools provided by OUSD. Review data with SSC.	Data Conferences; Assessment Results		Tier 1

2-5	<p>As part of implementing culturally responsive strategies, include multicultural literature in school and 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. Librarian cultivates a love for reading by supporting students check out "take home books" and engages students in rich text tied to content units.</p>	<p>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. Ensure schedule for students to receive library time and opportunity to check out books. Hold book swap, providing free books for all students and budget for purchase of multicultural books both for classrooms and the library.</p>	Schedules; Walk throughs		Tier 1
2-6	<p>Teach each group of kindergarten students over the course of the first week of school, 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.</p>	<p>Plan balanced beginnings and meet with teachers on 3rd day to make balanced class lists. Kindergarten orientation event for students to spend time in each kindergarten class, draw themselves and write names if possible so we get a sense of literacy readiness.</p>	Schedules; Pre-literacy Skills Data		Tier 1

2-7	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons, and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts. Provide all students, particularly ELLs and Special Education students, access to explicit instructional strategies to make meaning from what they read.	Establish the expectation that teachers provide daily instruction grounded in complex text. Support and monitor instruction via learning walks and instructional coaching. Provide time for grade spn PLCs to analyze student work/engagement/progress data and plan for implementation of lessons built around complex text and tasks. As needed, partner with central office content leads and/or PD leads focused on curriculum implementation to co-plan professional learning for teachers. Hire one OUSD Early Literacy Tutor, PTA Small Group Leaders, PTA Reading Specialists to assist with differentiation.	Walkthroughs; Lesson Plans		Tier 1
2-8	Encourage unduplicated student participation in Extended Learning Office (ELO) after school program 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 enrollment slots are available for unduplicated students to participate free of charge. Ensure low-income and non-English speaking parents know how to access books to bring home for their libraries, and how to access the online library.	ELO Enrollment Data		Tier 2

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

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.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	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 to discuss positive school culture. Principal to provide restorative questions & conversation starters to staff & review training. Principal to provide school handbook for families to review at the beginning of the school year.	School Handbook; Faculty Handbook; Low numbers of Universal Referral Forms (URF) and suspensions.	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	Tier 1
3-2	Integrate culturally responsive teaching strategies 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).	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	Tier 1

3-3	Teach and reinforce Crocker Core Values through words of the month, and using Caring School Community curriculum and/or Sown to Grow.	Parent workshops and organize assemblies that will best support positive school culture.	California Healthy Kids Survey (CHKS) data, leadership team meeting notes	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	Tier 1
3-4	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 and teachers welcome 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.	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	Tier 1
3-5	Teachers continuously move around the playground during yard duty, helping students to solve problems using restorative questions.	Make sure all staff members have training on restorative practices at the beginning of the year and remind them about it during the year.	Reduction in Universal Referral Forms (URFs)	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	Tier 1
3-6	Build strong relationships with families through ongoing two-way communication and contact. Use ParentSquare for communication.	Principal communicate with families weekly through ParentSquare regarding school updates and events. Encourage staff to use ParentSquare to communicate classroom updates. Teacher conference time are embedded into the school calendar.	Newsletters; School Calendar	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	Tier 1

3-7	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	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	Tier 1
3-8	Teachers understand the tiered system of intervention and refer students needing Tier 2 and Tier 3 interventions to COST team.	COST team reviews students identified with Tier 2 and Tier 3 needs, and connects to interventions, monitors progress. COST team updates data in OUSD Force to reflect student interventions.	Coordination of Services Team (COST) Tracker	Eighty percent of our our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years.	Tier 2

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

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.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	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.	Developing strong Instructional Leadership Team (ILT).	ILT and PD Agendas; Notes	Return rate of 90% for all staff.	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. 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.	PLC Meeting Agenda and Notes	Return rate of 90% for all staff.	Tier 1
4-3	Determine 3-5 focal students, use them to ground their Inquiry Cycles, and plan how to support them.	Protecting PLC time and providing data analysis tools.	Focal student data wall.	Eighty percent of our our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years.	Tier 2
4-4	Teachers will work in inquiry teams and/or PLCs to develop and test strategies to benefit their most at risk students with a special focus on students with disabilities, ELLs, and unduplicated students. Suggested strategies include GLAD for ELLs, guided reading for students with disabilities, and activating prior knowledge/frontloading for unduplicated students.	Principal and ILT will develop PD Calendar around Inquiry Cycles - giving teachers a chance to choose their focus areas within specific themes e.g. Universal Design, Small Group Instruction, etc.	PLC Meeting Agenda and Notes	Eighty percent of our our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years.	Tier 1

CONDITIONS FOR BLACK STUDENTS (instructions & resources)					
School Priority:		Achievement for African American students in math			
School Theory of Change:		Achievement for African American students in math			
Related Goals:		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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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	African American students will demonstrate significant growth of at least 14 positive points each year towards meeting standard as measured by the SBAC.	Tier 2
5-2	Create instructional support groups/structures for identified students	Schedule instructional support: PTA Activities Leaders, Math Intervention TSA	Intervention Schedule	African American students will demonstrate significant growth of at least 14 positive points each year towards meeting standard as measured by the SBAC.	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	African American students will demonstrate significant growth of at least 14 positive points each year towards meeting standard as measured by the SBAC.	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	Achievement for English Language Learners students in math
School Theory of Change:	Achievement for English Language Learners students in math
Related Goals:	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	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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	Eighty percent of our our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years.	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	Eighty percent of our our 5th graders will meet standards in Math and ELA as measured by the SBAC. Those who have not yet met standards will demonstrate significant growth from prior years.	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	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	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.	All students and families report increased sense of belonging at Crocker as measured by the California Healthy Kids Survey and school survey.	Tier 1

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
extended hours	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Staff Satisfaction with Professional Development	Grade Level PLCs meet once a month on Wednesday. Grade Level PLCs will have release time for planning, and deep data dive.	111-1
10-Month Classroom Teacher on Special Assignment (TSA)	\$6,993	LCFF Discretionary	1119	Certificated Teachers on Special Assignment Salaries	9234	10-Month Classroom Teacher on Special Assignment (TSA)	0.05	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 math intervention teacher and to receive small group instruction within classrooms.	111-2
supplies	\$14,287	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons, and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing grounded in evidence from the texts. Provide all students, particularly ELLs and Special Education students, access to explicit instructional strategies to make meaning from what they read.	111-3
copier maintenance	\$3,500	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	All teachers provide daily, explicit language and literacy instruction grounded in complex text sets, planning lessons, and assigning tasks to ensure that students are reading for purpose, building knowledge of academic language and content over time, and writing and speaking grounded in evidence from the texts. Provide all students, particularly ELLs and Special Education students, access to explicit instructional strategies to make meaning from what they read.	111-4
10-Month Classroom Teacher on Special Assignment (TSA)	\$55,941	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	9234	10-Month Classroom Teacher on Special Assignment (TSA)	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Use math data to assign students to receive help from math intervention teacher and to receive small group instruction within classrooms.	111-5

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
supplies	\$2,934	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Develop strong number sense through heavy use of manipulatives, Number Corner & Number Talks in K-5 classrooms.	111-6
Library books and supplies	\$30,000	Measure G, Library Support	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	As part of implementing culturally responsive strategies, include multicultural literature in school and 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. Librarian cultivates a love for reading by supporting students check out "take home books" and engages students in rich text tied to content units.	111-7



CROCKER ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Brandon Wall
Vice Chairperson:	Curtis Below
Secretary:	Lynna Reid

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

	Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
1	Dung Kim Nguyen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1	Jaime Diaz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1	Lynna Reid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
1	Melanie Schane	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1	Kanlaya Poonsri	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
1	Brandon Wall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1	Stephanie Powell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1	Evan Kirby	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
1	Curtis Below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1	Amy Carman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
		<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, 3:34-4:45 PM
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members