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Board Cover Memorandum

To Board of Education

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

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School.

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

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

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

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

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Crocker Highlands Elementary School

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

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

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

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

Date(s) plan was approved: 4/24/25

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	<i>Kim-Dung Nguyen</i> Signature	<u>4/24/2025</u> Date
Sarah Gerber SSC Chairperson	<i>Sarah Gerber</i> Signature	<u>5/20/2025</u> Date
_____ SELLS Representative (optional)	_____ Signature	_____ Date
Sabrina Moore Network Superintendent	<i>Sabrina Moore</i> Signature	<u>5/29/25</u> Date
Lisa Spielman Director, Strategic Resource Planning	<i>Lisa Spielman</i> Signature	<u>5/29/25</u> Date



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Crocker Highlands Elementary School
CDS Code: 1612596001754
Principal: Dung Kim Nguyen
Date of this revision: 4/1/2025

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

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

Contact: Dung Kim Nguyen

Position: Principal

Address: 525 Midcrest Road
Oakland, CA 94610

Telephone: 510-451-5900

Email: dungkim.nguyen@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/1/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

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

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/1/2025	SSC	2025-26 Budget 1-Pager Presentation & Discussion
1/1/2025	PTA	2025-26 Budget 1-Pager Presentation & Discussion
1/1/2025	Faculty	2025-26 Budget 1-Pager Presentation & Discussion
2/1/2025	Instructional Leadership Team	Discussed Needs Assessment & Annual Review and Update from 2024-25 SPSA; Draft Strategies & Actions
2/1/2025	SSC	Discussed Needs Assessment & Annual Review and Update from 2024-25 SPSA; Draft Strategies & Actions
3/1/2025	PTA	PTA Parent Survey 2025-26
3/1/2025	Instructional Leadership Team	Discussed Needs Assessment & Annual Review and Update from 2024-25 SPSA; Draft Strategies & Actions
3/1/2025	SSC	Review Draft of SPSA 2025-26 Plan
4/1/2025	SSC	Vote to Approve 2025-26 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 Literacy Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **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.

2025-26 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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$209,846.00

Federal, State, and Local Funds

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

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

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$209,846.00

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$9,800
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$50,046
SUBTOTAL OF STATE & LOCAL FUNDING:	\$209,846

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School Name: Crocker Highlands Elementary School****School ID: 111****CDS Code: 1612596001754****SSC Approval Date:****Board Approval Date:****School Mission and Vision**

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

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

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

Our students face significant challenges in accessing district funding compared to their counterparts in OUSD, and we do not receive any federal funding. As a result, we heavily rely on the PTA to raise funds to bring our resources closer to the levels available in Title 1 schools. Fortunately, most of our students benefit from effective and experienced teachers. A majority of Crocker's educators are fully credentialed, many of whom bring prior teaching experience to our school. Additionally, many have advanced degrees and professional backgrounds that enrich their teaching. We have strategically utilized discretionary and supplemental funds alongside PTA donations to provide essential Tier 2 supports, including reading and math intervention programs, as well as counseling interns. Importantly, all of our students have equal access to the programs and supports that our school offers.

School Demographics, 2023-24

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

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	50.0%	47.5%	not available until fall 2025	65.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	49.3%	53.4%	not available until fall 2025	65.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	73.1%	82.1%	not available until fall 2025	85.0%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	47.5	51.9	not available until fall 2025	60
SBAC ELA Participation	All Students	100.0%	98.5%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	57.8%	60.9%	not available until fall 2025	75.0%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	37.3	44.7	not available until fall 2025	55.0
SBAC Math Participation	All Students	98.5%	98.5%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	58.6%	60.1%	not available until fall 2025	75.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	63.5%	63.8%	not available until fall 2025	80.0%
California Science Test (CAST) Participation	All Students	100.0%	100.0%	not available until fall 2025	95.0%

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

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	7.2	-17.1	not available until fall 2025	60.0
SBAC ELA Distance from Standard Met	African American Students	-38.4	-22.4	not available until fall 2025	-8.4
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	26.7%	20.7%	not available until fall 2025	40.0%

SBAC Math Distance from Standard Met	Special Education Students	-0.6	1.5	not available until fall 2025	55.0
SBAC Math Distance from Standard Met	African American Students	-23.3	-14.8	not available until fall 2025	-8.3
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	33.3%	25.0%	not available until fall 2025	65.0%
LTEL Reclassification	Long-Term English Learners	0.0%		not available until fall 2025	100.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	79.2%	82.1%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.9%	0.5%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	5.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	4.7%	1.9%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	32.8%	7.3%	not available until fall 2025	0.0%
Chronic Absenteeism	African American Students	40.0%	17.9%	not available until fall 2025	0.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	82.9%	82.5%	not available until fall 2025	100.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>A total of 415 out of 423 students took the iReady Math MOY Assessment. Overall Placement: Tier 1: 60%. Grade-Level Placement Breakdown: Kindergarten: 62% Tier 1; Grade 1: 51% Tier 1; Grade 2: 66% Tier 1; Grade 3: 59% Tier 1; Grade 4: 68% Tier 1; and Grade 5: 74% Tier 1. A total of 410 out of 423 students took the iReady Reading MOY Assessment. Overall Placement: Tier 1: 72%. Grade-Level Placement Breakdown: Kindergarten: 42% Tier 1; Grade 1: 63% Tier 1; Grade 2: 73% Tier 1; Grade 3: 89% Tier 1; Grade 4: 70% Tier 1; and Grade 5: 77% Tier 1. SBAC English Language Arts: 52.7 points above standard, increased by 5.1 points; African American students notable improvement by +19.1 points; Socioeconomically disadvantaged students notable improvement by +42.9 points;and SBAC Mathematics: 43.8 points above standard, increased by 6.4 points; Students with disability notable improvement by +15.5; Socioeconomically disadvantaged students notable improvement by +35 points.</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>MOY Subgroup Data – Reading (57 out of 59 Participated)- Black or African American: 61% Tier 1; Summary of 2025 MOY iReady Math Subgroup Data (58 out of 59 Participated) - Black or African American: 41% Tier 1</p> <p>MOY Special Education Data – Math: Students in Special Education (42 assessed): 38% Tier 1; MOY Special Education Data – Reading: Students in Special Education (41 assessed): 49% Tier 1</p> <p>MOY English Language Learner (ELL) Data – Math: Placement by English Learner Status: English Learners (34 assessed): 56% Tier 1; MOY English Language Learner (ELL) Data – Reading: Placement by English Learner Status: English Learners (34 assessed): 53% Tier 1</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Crocker Highlands MOY positive attendance is 94.5%; chronic absenteeism is 5.5% and suspension rate is 0.7%.</p>
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<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	<p>Crocker Highlands Elementary has successfully recovered from a retention decline in 2019-20, achieving remarkable stability and improvement over the past few years. The 100% retention in 2023-24 highlights a highly supportive environment for teachers. Possible reasons for teacher retention: Strong leadership and staff support; competitive salary adjustments or benefits; and a positive school culture that encourages long-term commitment.</p>
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Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<p>A total of 415 out of 423 students took the iReady Math MOY Assessment. Overall Placement: At Risk for Tier 3: 4%; and Tier 2: 36%. Grade-Level Placement Breakdown: Kindergarten: 38% Tier 2; Grade 1: 44% Tier 2, and 5% Tier 3; Grade 2: 33% Tier 2, and 1% Tier 3; Grade 3: 37% Tier 2, and 4% Tier 3; Grade 4: 24% Tier 2, and 8% Tier 3; and Grade 5: 18% Tier 2, and 8% Tier 3. A total of 410 out of 423 students took the iReady Reading MOY Assessment. Overall Placement: At Risk for Tier 3: 4%; and Tier 2: 23%. Grade-Level Placement Breakdown: Kindergarten: 58% Tier 2; Grade 1: 30% Tier 2, and 6% Tier 3; Grade 2: 24% Tier 2, and 3% Tier 3; Grade 3: 8% Tier 2, and 3% Tier 3; Grade 4: 23% Tier 2, and 6% Tier 3; and Grade 5: 16% Tier 2, and 7% Tier 3. SBAC Science: 3.3 points above standard, decreased by 0.4 points.</p>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<p>MOY Subgroup Data – Reading (57 out of 59 Participated)- Black or African American: 30% Tier 2, 9% Tier 3; Summary of 2025 MOY iReady Math Subgroup Data (58 out of 59 Participated) - Black or African American: 52% Tier 2, 7% Tier 3</p> <p>MOY Special Education Data – Math: Students in Special Education (42 assessed): 19% Tier 3; and 43% Tier 2; MOY Special Education Data – Reading: Students in Special Education (41 assessed): 24% Tier 3; and 27% Tier 2</p> <p>MOY English Language Learner (ELL) Data – Math: Placement by English Learner Status: English Learners (34 assessed): 15% Tier 3; and 29% Tier 2; MOY English Language Learner (ELL) Data – Reading: Placement by English Learner Status: English Learners (34 assessed): 21% Tier 3; and 26% Tier 2</p>

LCAP Goal 3:	<p><i>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</i></p> <p><i>2. An annual suspension rate below 2%</i></p>	Peak (December - January) cold and flu season has impacted student attendance.
LCAP Goal 4:	<p><i>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</i></p>	The teacher retention at Crocker Highlands Elementary has shown significant fluctuations over the past decade. Teachers may have experienced increased workload or administrative pressures, leading to higher turnover.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW					
School: Crocker Highlands Elementary School			SPSA Year Reviewed: 2024-25		
			SPSA Link: 2024-25 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.					
This school year saw changes in teaching and support staff. The position for the Teacher on Special Assignment (TSA) to support Literacy strategies was not filled due to a shortage of qualified applicants. As a result, the school principal has taken on the TSA's duties. The Literacy Tutor and Community Schools Manager positions, awarded as one-time roles, have had a positive impact on the Multi-Tiered Systems of Support (MTSS). To support our efforts, we used LCFF Supplemental & Discretionary Funds and PTA Donations to hire a Math Interventionist - TSA with a higher Full-Time Equivalent (FTE) than in previous years. Additionally, PTA Donations have helped fund a Wellness Together Mental Health Specialist. Overall, most of the SPSA strategies and actions have been successfully implemented.					
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 Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a					

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Crocker Highlands Elementary School	SCHOOL ID:	111
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

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

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

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

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

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal
3-2	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	All Students	Behavioral	Tier 1 - Universal

3-3	Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers hold Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day, and students complete weekly Sown to Grow check-in prompt.	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 - Universal

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

School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal
4-2	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building. Reinforce the learning from this PBIS-aligned series with regular observation and feedback for new teachers in the first 6 weeks of the school year.	All Students	Behavioral	Tier 1 - Universal
4-3	Collaborate with colleagues around standards and curriculum. Staff leaders create and lead PD related to standards and curriculum.	All Students	Academic	Tier 1 - Universal
4-4	Grade Level PLCs meet once a month on Wednesday for planning, and deep data dive.	All Students	Academic	Tier 1 - Universal

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

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

PROPOSED 2025-26 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Compared to traditional language learning methods that rely on drills and memorization, hiring a vocal teacher offers a more engaging alternative. Vocal instruction, using singing, can make language learning more interesting. Additionally, singing helps individuals pronounce words better, resulting in clearer and more fluent speech. Learning through music and vocal training can also boost self-confidence and self-esteem. Studies have also indicated that music training can have beneficial effects on cognitive and brain development, especially in young children.	\$48,937	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	New Position 02	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4		Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	111-1
Investing in supplies for visual and performing arts teachers is critical because it directly supports educational practices that are proven to be engaging, developmentally beneficial, and emotionally enriching for students.	\$1,109	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a		Student Connectedness: Leaders make time during Staff Meeting, for Professional Learning on CSC. Leaders elect an SEL Teacher Leader to participate in Lead by Learning PD. Teachers hold Morning Meetings using Caring School Community Curriculum, during first 15 minutes of day, and students complete weekly Sown to Grow check-in prompt.	111-2
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a		Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	111-3
Funds support after-school program to provide academic enrichment, tutoring, and youth development for students.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a		Collaborate with colleagues around standards and curriculum. Staff leaders create and lead PD related to standards and curriculum.	111-4

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 111

School: Crocker Highlands Elementary School

[illegible]

Strategic Resource Planning (SRP)



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

CROCKER ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Sara Gerber
Vice Chairperson:	Elaine Theios
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 Dr. Dung Kim Nguyen	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1 Lynna Reid	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
1 Melanie Schane	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Katherine Spees	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Sarah Gerber	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1 Elaine Theios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Allison Jackson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Jenny Collins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Emily Young	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Andrea Lee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:
(Day/Month/Time)

3rd Thursday of the Month, 3:45-4:45 PM

SSC Legal Requirements (EC Sections 65000-65001):

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

