

| | |
|---|---------------|
| Board Office Use: Legislative File Info. | |
| File ID Number | 22-1691 |
| Introduction Date | 8/24/22 |
| Enactment Number | 22-1463 |
| Enactment Date | 8-24-2022 CJH |



Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Highland Community School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Highland Community School.

Background In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Highland Community School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Highland Community School
CDS Code: 1612596001903
Principal: Samantha Keller
Date of this revision: 5/23/20

Board Office Use: Legislative File Info.

File ID Number: 22-1691
Introduction Date: 8/24/2022
Enactment Number: 22-1463
Enactment Date: 8-24-2022

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: Samantha Keller

Position: Principal

Address: 8521 A Street

Telephone: 510-729-7723

Oakland, CA 94621

Email: samantha.keller@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/23/2022

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

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

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Highland Community School

Site Number: 125

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" 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 checked="" 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:



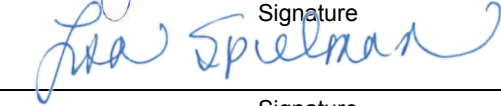
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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: 5/23/2022

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

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|--|---|--|

Signatures:

| | | |
|---|---|-------------------------------|
| Samantha Keller <hr/> <i>Principal</i> |  <hr/> Signature | <hr/> 5/26/2022 <hr/> Date |
| Joanna Davis <hr/> <i>SSC Chairperson</i> | Joanna Davis <hr/> Signature | <hr/> 5/26/2022 <hr/> Date |
| Monica Thomas <hr/> <i>Network Superintendent</i> |  <hr/> Signature | <hr/> 5.26.2022 <hr/> Date |
| Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i> |  <hr/> Signature | <hr/> 5/27/2022 <hr/> Date |

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Highland Community School

Site Number: 125

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|------------|-------------------|---|
| 11/17/2021 | SSC | Shared rationale and overview of site plan. |
| 12/7/2021 | Staff | Shared rationale and overview of site plan. |
| 1/12/2022 | Staff | Budget training and review budget priorities including planned strategies & activities. Documented feedback for ILT review. |
| 4/14/2022 | Parent Meeting | Budget training and review budget priorities including planned strategies & activities. Documented feedback for ILT review. |
| 4/18/2022 | Parent Meeting | Budget training and review budget priorities including planned strategies & activities. Documented feedback for ILT review. |
| 5/2/2022 | ILT | Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals. |
| 5/16/2022 | Staff | Conducted work session to flesh out mission, vision, and values for 2022-2023. |
| | | |
| | | |
| | | |

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

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$181,630.00 |
| 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 | \$960,796.35 |

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) | \$166,125.00 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$26,940.00 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$4,430.00 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$346,970.00 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0.00 | TBD | Local Control Funding Formula Concentration Grant (LCFF Concentration #0003) | \$0.00 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$11,075.00 | TBD | After School Education and Safety Program (ASES #6010) | \$131,143.77 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | \$0.00 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | \$180,112.58 | TBD |
| | | | Measure G Library Support (Measure G #9334) | \$94,000.00 | TBD |
| | | | Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332) | \$0.00 | TBD |
| | | | Measure N: College & Career Readiness For All (Measure N #9333) | \$0.00 | TBD |
| SUBTOTAL OF FEDERAL FUNDING: | \$181,630.00 | \$0.00 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$779,166.35 | \$0.00 |

| | |
|--|---------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$960,796.35 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

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

1A: ABOUT THE SCHOOL

School: Highland Community School

School ID: 125

School Description

At Highland Community School, we focus on providing rigorous, differentiated and culturally relevant academic instruction. Students have access to weekly arts instruction, social/emotional skill building and support. We strive to promote strong, positive connections with families to support our students in attaining high academic outcomes. Our students will develop into compassionate citizens possessing strong social-emotional skills and confidence in their own capacity to learn and achieve.

School Mission and Vision

VISION: Highland Community School celebrates and fosters the development of high academic achievement by providing all students with a joyful learning experience.

We will do this by:

- Delivering engaging lessons that promote high levels of academic discourse.
- Developing proficient readers and writers who can cite evidence to support their thinking.
- Teaching language strategies that promote the development of academic language for all students
- Encouraging student ownership of their learning through academic and SEL goal setting.
- Supporting a safe, caring community where all members are valued and find joy in teaching and learning from one another.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|--|----------------------|------------------|-----------------|--------------------------------------|----------------|
| i-Ready Reading at or above Mid-Grade (Kindergarten) | All Students | n/a | 35.9% | <i>not available until Fall 2022</i> | 46% |
| i-Ready Reading at or above Mid-Grade (Grade 1) | All Students | n/a | 15.9% | <i>not available until Fall 2022</i> | 26.0% |
| i-Ready Reading at or above Mid-Grade (Grade 2) | All Students | n/a | 2.3% | <i>not available until Fall 2022</i> | 12.0% |

English Language Arts Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|---------|----------------------|------------------|-----------------|-----------------|----------------|
|---------|----------------------|------------------|-----------------|-----------------|----------------|

| | | | | | |
|--|-----------------------------|-------------------------|------------------------|--------------------------------------|-----------------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -93.5 | n/a | <i>not available until Fall 2022</i> | -73 |
| i-Ready Reading at or above Mid-Grade (Grades 3-5) | All Students | n/a | 3.7% | <i>not available until Fall 2022</i> | 14.0% |
| Mathematics/Science Measures & Annual Targets | | | | | |
| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -92.8 | n/a | <i>not available until Fall 2022</i> | -75 |
| i-Ready Math at or above Mid-Grade (Grades K-5) | All Students | n/a | n/a | <i>not available until Fall 2022</i> | 30.0% |
| CAST (Science) at or above Standard | All Students | 3.6% | n/a | <i>not available until Fall 2022</i> | 14.0% |

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

Academic Measures & Annual Targets for Focal Student Groups

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|--|----------------------------|------------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -130.2 | n/a | <i>not available until Fall 2022</i> | -100.0 |
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | African American Students | -108.3 | n/a | <i>not available until Fall 2022</i> | -80.0 |
| i-Ready Reading at or above Mid-Grade (Grades 3-5) | Special Education Students | n/a | 0.0% | <i>not available until Fall 2022</i> | 20.0% |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -104.7 | n/a | <i>not available until Fall 2022</i> | -80.0 |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | African American Students | -105.5 | n/a | <i>not available until Fall 2022</i> | -80.0 |

Reclassification Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|----------------------|----------------------|------------------|-----------------|--------------------------------------|----------------|
| ELL Reclassification | English Learners | 1.5% | 3.5% | <i>not available until Fall 2022</i> | 14.0% |

| | | | | | |
|------------------------|----------------------------|-------|------|--------------------------------------|-------|
| LTTEL Reclassification | Long-Term English Learners | 20.0% | 8.3% | <i>not available until Fall 2022</i> | 18.0% |
|------------------------|----------------------------|-------|------|--------------------------------------|-------|

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

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|---------------------------------|----------------------------|------------------|-----------------|--------------------------------------|----------------|
| Student Connectedness to School | All Students | 69.7% | 83.8% | <i>not available until Fall 2022</i> | 85.0% |
| Out-of-School Suspensions | All Students | 2.7% | n/a | <i>not available until Fall 2022</i> | 0.0% |
| Out-of-School Suspensions | African American Students | 10.4% | n/a | <i>not available until Fall 2022</i> | 0.0% |
| Out-of-School Suspensions | Special Education Students | 7.0% | n/a | <i>not available until Fall 2022</i> | 1.0% |
| Chronic Absenteeism | All Students | 18.1% | 25.2% | <i>not available until Fall 2022</i> | 15.0% |
| Chronic Absenteeism | African American Students | 42.2% | 55.0% | <i>not available until Fall 2022</i> | 15.0% |

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

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Target |
|---|----------------------|------------------|-----------------|--------------------------------------|----------------|
| Staff Satisfaction with Professional Development | All Staff | n/a | n/a | <i>not available until Fall 2022</i> | 85.0% |
| Staff Participation in Foundational Professional Learning | All Staff | n/a | n/a | <i>not available until Fall 2022</i> | 85.0% |

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|-------------|--------------------|--------------------------|
|-------------|--------------------|--------------------------|

| | | |
|---|--|---|
| <p><i>LCAP Goal 1: College/Career Readiness</i></p> | <p>Letter ID: +16% (60% to 76%) meeting 20+ letters in Dec.</p> <p>SIPPS Mastery: 1st grade +43% (25% to 68%) meeting growth goal at mid-year</p> <p>Standards Mastery: -5% (63% to 58%) in below on info pre in January & surpassed goal +12% in Nov. (goal: 65%, actual: 53%)</p> | <p>High Expectations & Rigor: Our curriculum provides us with complex texts and tasks that can be rigorous depending on how it is implemented.</p> <p>Instruction: Students in K-5 are receiving leveled SIPPS instruction to support decoding and because of this, more students are moving out of "below standard" on the Standards Mastery assessment.</p> <p>Data Analysis and Progress Monitoring: We have made our expectations clearer about data collection and developed some consistent systems. Every teacher has a tracker that monitors every students' progress toward letter and/or SIPPS mastery goals. We are regularly analyzing our benchmark data and using it to plan next steps. We have improved in collecting and analyzing formative EL ED assessments.</p> |
| <p><i>LCAP Goal 2: Focal Student Supports</i></p> | <p>RFEP students: i-ready diagnostic: 60% on/above, +51% higher than whole school</p> <p>Black students @RISE: reading i-ready diagnostic: 14% on/above, +5% higher than whole school</p> | <p>Designated ELD: Cycle of professional learning focused on designated ELD implementation of OUSD curriculum.</p> |

| | | |
|--|--|--|
| <p><i>LCAP Goal 3: Student/Family Supports</i></p> | <p>Family Resource Center: FRC Coordinator supports families to complete technical forms; English classes for families</p> <p>FRC Coordinator and CSM cultivate community partnerships such as:</p> <p>Alameda County Food Bank: we provide fresh produce to 120 families on average 2x/month</p> <p>Community Closet Donations: monthly donations of clothing/handbags to our Community Closet; 2x/month giveaway</p> <p>Mindful Life Project: weekly mindfulness sessions for TK-5th graders</p> | <p>Title I funds used to purchase a computer and technology equipment for the Family Resource Center to assist parents with having access to tools in order to support student learning</p> <p>Consistent communication with community partners</p> |
| <p><i>LCAP Goal 4: Staff Supports</i></p> | <p>Teacher Retention: Overall, we retained 9/12 teachers, or a 75% retention rate. In each grade, we retained: Kinder - 1/2 teachers 1st Grade - 2/2 teachers 2nd Grade - 1/2 teachers 3rd Grade - 2/2 teachers 4th Grade - 2/2 teachers 5th Grade - 1/2 teachers</p> <p>PLC alignment: 5/6 grade level teams within 2-3 lessons of each other (3/6 last year)</p> <p>Assessment completion: Improved completion in Mid-year reading diagnostic (2 students did not take versus 41 last year), math diagnostic (8 did not take this year versus 59 last year)</p> | <p>PLCs: Teacher teams have an understanding of PLC structures and meet twice a week.</p> <p>We mostly agree on the work that needs to be done during PLC (backwards planning, unpacking assessments, lesson planning, analyzing formative and summative assessments) and we meet at least twice every week.</p> |
| <p>Focus Area:</p> | <p>Priority Challenges</p> | <p>Root Causes of Challenges</p> |

LCAP Goal 1: College/Career Readiness

SIPPS mastery: -16% (29% to 13%) in K, -23% (53% to 30% in 2nd) meeting goals.

i-ready needs analysis-phonics: +7% (79% to 86%) of 1st-4th are in red/yellow tier

i-ready needs analysis-vocabulary: +5% (87% to 92%) of 1st-5th in red/yellow tier

Standards Mastery: 4% proficient (no change) at mid-year and far below goal of 27%, and below goal of 60% on info post assessment (actual 66% in below)

High Expectations & Rigor: We are not regularly asking high level questions that require evidence and we modify tasks in ways that remove rigor, because:

-We are still grappling with the difference between modifying and scaffolding

-“We didn’t adequately plan and provide instruction in the lessons leading up to that rigorous task” so we change the task to match what we taught or what we can get to in a lesson

-We don’t understand the purpose of the task and how standards/tasks/skills build on each other throughout the grades

-We don’t know how to support our students at the level they are at with the rigor of the task without modifying the task

Instruction:

Lesson planning is time intensive therefore we are too dependent on EL Slides and Note-Catchers. Because of this, we are not identifying opportunities and making intentional choices about where we are going to model, provide guided practice, include discovery, academic discussion and independent checks for understanding in our lessons.

PLCs:

We mostly agree on the work that needs to be done during PLC (backwards planning, unpacking assessments, lesson planning, analyzing formative and summative assessments) but we haven’t yet figured out what to prioritize and how to use our time effectively. There is variation in how grade level teams use their time because...

It is not clear what work is most appropriate for different collaborative spaces.

Some teams struggle to stay aligned in the

| | | |
|--|---|---|
| <p><i>LCAP Goal 2: Focal Student Supports</i></p> | <p>English learner: i-ready diagnostic: 4% on/above, -5% lower than whole school</p> <p>Black students @NHA: reading i-ready diagnostic: 5% on/above, -4% lower than whole school</p> | <p>Designated ELD: Consistency of implementation and understanding of designated ELD lessons varies.</p> <p>Integrated ELD: We are not selecting the highest leverage tier 2 vocabulary words to teach or providing regular consistent instruction in using context clues. Additionally, not all teachers use sentences frames, word walls, joint construction and protocols to promote oral language practice prior to writing.</p> |
| <p><i>LCAP Goal 3: Student/Family Supports</i></p> | <p>Attendance: 54% chronic absenteeism</p> | <p>Attendance: Lack of targeted outreach and support for families around attendance.</p> <p>Extended absences due to required at-home quarantine as a result of COVID-19 protocols.</p> |
| <p><i>LCAP Goal 4: Staff Supports</i></p> | <p>PLC Alignment: How teams use their time varies, feedback from Faculty Council said teams would like to use PLCs at teachers discretion</p> <p>Assessment completion: 11 students did not take reading standards mastery in Fall, K-2 teachers did not regularly score and enter agreed upon EL Ed assessment data into EL Ed Rubrics, 3-5 teachers did not enter all agreed upon EL Ed assessments, No teachers entered scores for language for 5 EL students.</p> | <p>PLCs: We mostly agree on the work that needs to be done during PLC (backwards planning, unpacking assessments, lesson planning, analyzing formative and summative assessments) but we haven't yet figured out what to prioritize and how to use our time effectively. There is variation in how grade level teams use their time because: 1. It is not clear what work is most appropriate for different collaborative spaces. 2. Some teams struggle to stay aligned in the pacing or delivery of their lessons. 3. We do not regularly plan lessons and what we plan is not necessarily what we implement</p> |

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

Students at NHA do not have equitable access to opportunities or effective and experienced teachers relative to other students in OUSD. In 2019-20, there was over 50% turnover in teaching staff, and all new teachers had little, if any experience, and several were on emergency permits. Some were not hired until November, leaving students with substitutes for long periods. Vacancies persisted throughout the year. This impacts the quality of instruction, and puts a strain on the other resources of the school. To mitigate, we are trying to hire early, and are trying to provide more PD on classroom management, as well as providing more curricular guidance.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

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

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

School: Highland Community School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Restorative Practices: We established a Culture and Equity Team this year who has been working to develop our MTSS plan. We included a cycle of professional learning on culture and equity that included: understanding race and bias, setting expectations and routines, and building an anti-racist learning culture.

Task, Target, and Instructional Alignment: We provided time in professional learning for backwards planning and unpacking assessments to guide instruction. We also focused on formative checks for understanding on focal learning targets for a lesson. This helped to identify exemplars that were used for "Think Alouds," modeling, and guided practice of the focal target.

Data Analysis and Progress Monitoring: Teachers used trackers to monitor students' early literacy skills. Teachers in grades 3-5 used EL Ed rubrics to monitor progress in comprehension. After each benchmark, we used data analysis tools to analyze and reflect on our goals.

Eliciting Student Thinking and Academic Discussion: So far we have yet to focus on this action deeply in professional learning. Our focus has primarily been on partner talk through protocols such as Think/Pair/Share.

Cycles of Inquiry: We have twice weekly PLCs. Grade level teams meet once during the week and once on Wednesdays as part of our professional learning. This allows teams to backwards plan, analyze data, and plan lessons. Additionally, during every cycle of professional learning, teams plan at least one lesson and reflect on data from that lesson.

Designated ELD: All teachers participated in a 7 week cycle focused on Designated ELD. They unpacked ELD standards, identified focal language features in modules, planned lessons to address key language features, and assessed language progress through writing tasks. This cycle made expectations for daily Designated ELD clear and provided teachers with resources for ELD lessons. Teachers learned about OUSD's Designated ELD curriculum.

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

Restorative Practices: The Culture and Equity Team has drafted a robust MTSS plan and will begin developing a plan for implementation.

Task, Target, and Instructional Alignment: Improvement in number of students below on standards mastery pre informational and standards mastery post literature. Observed 13/19 classes had targets and tasks aligned. We still need to grow in the rigor of the tasks. Learning walk data shows students are not regularly citing evidence (69% not evident). Also need to grow in checking for understanding, particularly monitoring and adjusting. Checks for understanding are not evident in 42% of classes. While partner talk increased we only saw adjustments after the talk in 6/19 classes.

Data Analysis and Progress Monitoring: Regular PLC/professional learning meetings focused on analyzing data, 1-3 professional learning sessions analyzing data from lessons. We still need to grow in collecting and analyzing formative comprehension data as well as identifying next steps based on our analysis. We had data conferences with grade level teams after our November data collection but we need to add a conference in February.

Eliciting Student Thinking and Academic Discussion: Increased number of classes regularly including turn and talks in 15/19 classes, continued to increase this number from designated ELD cycle. We still see about 90% of our students need vocabulary which was an action we have yet to provide professional learning on.

Cycles of Inquiry: Increased alignment between grade level teams; 5/6 teams are now within 1-3 lessons of each other, in our cycle on productive struggle teams planned 3 lessons focused on checks for understanding, monitoring & adjusting, and think alouds, and brought student work back from those lessons. They analyzed the student learning using the RAP protocol. While teams have become more aligned they struggle to stay aligned and prioritize what work needs to be done. PLCs differ in how they use their time.

Designated ELD: Improved in all ELD focal indicators, increased number of classes using ELD slides (10/12), increased student/partner talk from 2/9 classes to 10/12 classes.

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.

Restorative Practices:

Task, Target, and Instructional Alignment: We will focus on using informal checks for understanding to provide timely feedback to student prior to unit assessments. We will add the use of EL Ed rubrics in every grade. We will continue to focus on planning intentional lessons where we identify the highest leverage questions.

Data Analysis and Progress Monitoring:

Eliciting Student Thinking and Academic Discussion: We are shifting the focus to engaging students in higher order thinking using questioning strategies. This will help us to address the low level of rigor and provide students more opportunities to cite evidence.

Cycles of Inquiry: We will support teams to prioritize the work that needs to happen in PLCs by developing a school wide calendar for professional learning that clarifies what will happen in different professional learning spaces. We want teams to focus more on lesson planning and analyzing the data from those lessons. We think slowing down the pacing to an average of 2 days per lesson will help teams to collect formative data, give students feedback, adjustments to their instruction.

Designated ELD: We are going to add an integrated ELD focus to the area of conditions for English Learners. A focus on vocabulary and oral language development will be included here in addition to continuing to focus on designated ELD using OUSD curriculum.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| Title I Expenditure | Target Addressed by Expenditure | Actions/Activities <i>(e.g., what does this person or program do?)</i> | What is working? Why? What is not working? Why not? | Based on this evaluation, what will you change, continue, or discontinue? Why? |
|--------------------------------------|---------------------------------------|---|--|--|
| STIP to support the academic program | i-Ready Reading at or above Mid-Grade | Provide coverage to classroom teachers while teachers observe literacy lessons, including teacher debrief with coaches after observations Provide coverage to classroom teachers during data collection, data analysis and during data summits | This is working because when our STIP sub has helped with our data collection. We have also used our STIP sub to provide coverage to teachers when they are available but it has been inconsistent. The STIP sub often has to cover classes but this is also important to allow other staff to do their jobs. | Continue, the STIP sub is essential to support teachers to observe each other, debrief, and to collect data. We also need a STIP sub to cover classes due to absences. |

| | | | | |
|--|--|---|---|---|
| <p>TSA to support the academic program</p> | <p>Staff Participation in Foundational Professional Learning</p> | <p>Model and lead school wide Cycles of Inquiry</p> <p>Coordinate and support school wide intervention plan</p> <p>Teach 1 group per grade level for SIPPS</p> <p>Monitor 3-5 assessment completion</p> | <p>The TSA is able to plan and facilitate cycles of inquiry for whole school professional learning because they have time allocated to plan.</p> <p>The TSA only teaches 1.5 hours a day 4 days a week to allow for planning, coordination, and observation and feedback.</p> <p>Monitoring assessment completion is working because our assessment completion rates have increase.</p> | <p>Continue, the TSA has a large role in planning professional learning based on data collected and analyzed from assessments and learning walks.</p> |
| <p>Provide parent workshops</p> | <p>i-Ready Reading at or above Mid-Grade</p> | <p>We wanted to host parent workshops around literacy</p> | <p>Due to COVID, we were not able to hold any in-person workshops</p> | <p>We still believe that this is a good strategic action and hopefully the conditions next year will allow us to hold parent workshops</p> |

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Highland Community School

School ID: 125

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: Strong MTSS Plan, PBIS Implementation, and Restorative Practices

School Theory of Change: If we develop meaningful relationships with students and families, and create a warm learning environment with clear expectations, then students will feel welcome, safe, and connected to one another, their classroom, and the school, resulting in increased attendance.

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

Students to be served by these actions: *All Students*

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|------------------|--------------------|----------------------------|--|--|
|---|------------------|--------------------|----------------------------|--|--|

| | | | | | |
|-----|---|--|--|--|--------|
| 1-1 | <p>School wide proactive steps: All adults teach and model school wide expectations and routines for every target area</p> <p>Use consistent language to remind, re-direct, and recognize positive behaviors to all students</p> <p>Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies)</p> <p>All adults will hold high expectations for both students' academic and behavioral success</p> | <p>School wide proactive steps: Leaders will facilitate monthly Culture and Equity Tteam meetings</p> <p>Culture and Equity Team will develop/revise behavioral lesson plans for each area of the school</p> <p>Lead school wide PBIS lesson rotations at the beginning of the year and as needed</p> <p>Lead school wide assemblies</p> <p>Support all adults to ensure ongoing teaching, modeling, and consistent language. Use checklists and observation data to provide feedback to all staff in order to build shared understandings across the school</p> <p>Support teachers through coaching - model, observe and provide feedback on Tier 1 practices, including culturally responsive SEL</p> <p>Provide training in implicit bias and anti-racism</p> | <p>Observation and feedback</p> <p>Walkthrough checklists</p> <p>Students know school wide rules</p> <p>Tiered Fidelity Inventory (TFI) data</p> <p>Calendar allocates time for teaching PBIS lessons</p> <p>Improved attendance</p> | | Tier 1 |
|-----|---|--|--|--|--------|

| | | | | | |
|------------|---|---|--|--|---------------|
| <p>1-2</p> | <p>Classroom proactive steps: Build relationships and set up a welcoming culturally responsive environment</p> <p>Explicitly teach rules/expectations</p> <p>Practice transitions and teach calming techniques</p> <p>Hold morning meetings</p> <p>Use positive language and rewards to recognize positive behaviors</p> | <p>Classroom proactive steps: Provide professional development on restorative & culturally responsive practices that are integrated with academics</p> <p>Support teachers through coaching - model, observe and provide feedback on Tier 1 practices and implementation goals, including culturally responsive techniques</p> | <p>Tiered Fidelity Inventory (TFI)</p> <p>CHKS survey</p> <p>Improved attendance</p> <p>Fewer out-of-class referrals</p> | | <p>Tier 1</p> |
| <p>1-3</p> | <p>Classroom interventions: Use logical and consistent consequences and restorative conversations to resolve conflicts</p> <p>Use multiple strategies to redirect inappropriate behaviors</p> <p>Use a trauma informed approach to help students de-escalate and re-regulate</p> | <p>Classroom interventions: With Culture and Equity Team, develop consistent school wide language and practices to resolve conflicts through a collaborative effort that encourages personal responsibility</p> <p>Provide professional development in restorative practice and de-escalation techniques</p> <p>Support teachers through coaching - model, observe and provide feedback on Tier 1 practices and implementation goals, including culturally responsive techniques</p> | <p>Tiered Fidelity Inventory (TFI)</p> <p>CHKS survey</p> <p>Improved attendance</p> <p>Fewer out-of-class referrals</p> | | <p>Tier 1</p> |

| | | | | | |
|-----|---|--|--|--|--------|
| 1-4 | <p>School-wide interventions: Follow school wide referral system for out-of-class managed behaviors</p> <p>Implement robust and clearly communicated MTSS supports</p> <p>Use COST referral process to connect students to additional supports</p> | <p>School wide interventions: Develop and clearly communicate process for out of classroom supports</p> <p>Hold weekly/bi-weekly COST Team meetings to identify individual students in need of additional supports</p> <p>Put into place support plans for individual students as determined by data and need</p> | <p>COST meeting notes</p> <p>COST Tracker</p> <p>Fewer suspensions</p> <p>MTSS plan in place to support Tier 2 & 3 needs</p> <p>Progress monitoring trackers indicate effectiveness of Tier 2 & 3 supports</p> | | Tier 1 |
|-----|---|--|--|--|--------|

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

| | |
|--|--|
| School Priority: | Purposeful Lessons and Progress Monitoring |
| School Theory of Change: | If we plan purposeful, rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments. |
| Related Goal(s): | All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. |
| Students to be served by these actions: | <i>All Students</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|---|------------------|--------------------|----------------------------|--|--|
|---|------------------|--------------------|----------------------------|--|--|

| | | | | | |
|-----|---|--|---|--|--------|
| 2-1 | <p>Data Analysis: Set growth goals for individual students and monitor progress using trackers required for the grade level</p> <p>Complete, score, and input all data from assessments: formative/curriculum embedded, SIPPS Mastery Tests, Letter ID, Standards Mastery, DIBELS, i-Ready Diagnostics</p> <p>Analyze data to determine trends, roots causes, and implications</p> <p>Provide in-the-moment feedback after formative checks for understanding and after a task is completed</p> <p>Use student data to plan next steps for whole class and small group instruction</p> | <p>Data Analysis: Develop and share an assessment and collaboration calendar that specifies due dates and times for analysis</p> <p>Develop and monitor trackers to see progress towards goals and intervene as needed</p> <p>Provide PLC time for data analysis</p> <p>Lead data conferences after benchmark data collection</p> | <p>on-time assessment completion</p> <p>completed trackers</p> <p>data conference & PLC notes</p> <p>student growth on all tracked measures</p> | | Tier 1 |
|-----|---|--|---|--|--------|

| | | | | | |
|-----|---|--|---|--|--------|
| 2-2 | <p>Standards & Instruction (lesson planning): Backwards plan curricula from the year to the day</p> <p>Identify key standards and unpack assessments</p> <p>Identify and ask highest leverage questions in each lesson in order to promote discourse and higher level thinking</p> | <p>Standards & Instruction: Start every professional learning cycle with backwards planning</p> <p>Provide extended planning time for additional backwards planning</p> | <p>Hire prep teachers</p> <p>Prep/PLC schedule</p> <p>Pacing is aligned across grade level teams</p> <p>PLC/PD agendas include backwards planning</p> | | Tier 1 |
| 2-3 | <p>Standards & Instruction: Include an opening, work time, and closing in every lesson</p> <p>Embed formative assesment in every lesson by identifying and asking the highest leverage questions and including an independent check for understanding</p> | <p>Standards & Instruction: Provide weekly PLC time to plan lessons</p> <p>Observation and feedback to ensure alignment between, focal standards, targets, tasks, and instruction</p> <p>Provide schedule, time, and coverage for peer observations</p> | <p>Pacing alignment across each grade level</p> <p>Improvement on focal EL indicators during learning walks: advance planning (1A), citing evidence (3A, 3B), and checks for understanding (2B)</p> | <p>SIPPS mastery: -16% (29% to13%) in K, -23% (53% to 30% in 2nd) meeting goals.</p> <p>i-ready needs analysis-phonics: +7% (79% to 86%) of 1st-4th are in red/yellow tier</p> <p>i-ready needs analysis-vocabulary: +5% (87% to 92%) of 1st-5th in red/yellow tier</p> <p>Standards Mastery: 4% proficient (no change) at mid-year and far below goal of 27%, and below goal of 60% on info post assessment (actual 66% in below)</p> | Tier 1 |

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

| | |
|--|--|
| School Priority: | Provide a Balance in Instruction Between Explicit Systematic Foundational Skills & Higher Order Thinking |
| School Theory of Change: | If we improve on engaging students in higher order thinking and sytematic phonemic awareness and phonics instruction, then reading comprehension will improve so that more students are able to justify their thinking using evidence through speaking and writng. |
| Related Goal(s): | All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. |
| Students to be served by these actions: | <i>All Students</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|---|--|--|--|--|
| 3-1 | <p>Higher Order Thinking: Use questioning strateiges that require students to go beyond recall (level 1) to extended thinking (level 4)</p> <p>Hold students accountable for higher order thinking through talking, writing, or creating a product</p> | <p>Higher Order Thinking: Professional Learning focused on depth of knowledge</p> <p>Provide time in PLCs to plan questions, anticipate student responses, and strategically plan protocols</p> <p>Observe and provide feedback</p> | <p>impovement on focal EL indicators during learning walks:, citing evidence (3A, 3B)</p> <p>evidence of explanation and elaboration in oral language & writing and improved writing scores for elaboration on EL Ed rubrics</p> | | Tier 1 |

| | | | | | |
|-----|--|--|--|--|--------|
| 3-2 | <p>Foundational Skills: Deliver systematic, explicit foundational skills instruction in the areas of: letter ID, phonemic awareness, phonics, sight words, and fluency using SIPPS, Heggerty, HWT with fidelity</p> <p>Deliver consistent letter-sound instruction across the school by following the specific letter sound routine</p> <p>Ensure resources to support sight words and sounds are easily accessible and visible to students at all times and in all areas of the room (ie. sound cards, word walls)</p> | <p>Foundational Skills: Provide coaching and professional development on the science of reading and implementation of foundational skills (SIPPS, Heggerty)</p> <p>Provide regular, timely, relevant, and constructive feedback from observations</p> | <p>increased number of students meeting SIPPS targets</p> <p>fewer students in grades 3-5 who still need explicit decoding support</p> <p>90% of Kindergarten and 1st grade students will receive grade level phonics and be at grade level by the end of the year</p> | <p>SIPPS mastery: -16% (29% to 13%) in K, -23% (53% to 30% in 2nd) meeting goals.</p> <p>i-ready needs analysis-phonics: +7% (79% to 86%) of 1st-4th are in red/yellow tier</p> <p>i-ready needs analysis-vocabulary: +5% (87% to 92%) of 1st-5th in red/yellow tier</p> <p>Standards Mastery: 4% proficient (no change) at mid-year and far below goal of 27%, and below goal of 60% on info post assessment (actual 66% in</p> | Tier 1 |
|-----|--|--|--|--|--------|

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

| School Priority: | Data Driven Professional Learning Communities | | | | |
|--|---|--------------------|----------------------------|--|--|
| School Theory of Change: | If PLCs follow an agenda that includes these cycle of inquiry tasks within the school's current content area: backwards planning, unpacking assessments, lesson planning, analyzing lesson/unit/benchmark data so that we maintain a growth mindset about our instructional practice and build collective efficacy then instruction will improve in priority areas. | | | | |
| Related Goal(s): | Our staff are high quality, stable, and reflective of Oakland's rich diversity. | | | | |
| Students to be served by these actions: | <i>All Students</i> | | | | |
| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |

| | | | | | |
|-----|--|--|--|---|--------|
| 4-1 | <p>Systems: Follow school calendar for PLC focus</p> <p>Focus PLCs on one content area at a time by following the school collaboration calendar</p> | <p>Systems: Develop a school wide collaboration calendar that identifies focus content areas for Wednesday PLC and 2nd weekly PLC (align PLC focus to PD plan in order to focus on a single content area at a time)</p> | <p>Calendar is shared and can be explained by any member of the staff</p> | | Tier 1 |
| 4-2 | <p>PLCs: Internalize the site vision for PLCs by developing shared team norms, roles, and processes that align to the site vision</p> | <p>PLCs: Establish a shared vision for PLCs</p> <p>Provide professional learning time that will support internalizing the shared vision for PLCs and allow teams to develop agreements for their own team.</p> | <p>PLCs follow common protocols</p> <p>PLCs become more consistent in their approach</p> <p>Principal observations of PLCs</p> | <p>PLC Alignment: How teams use their time varies, feedback from Faculty Council said teams would like to use PLCs at teachers discretion</p> <p>Assessment completion: 11 students did not take reading standards mastery in Fall, K-2 teachers did not regularly score and enter agreed upon EL Ed assessment data into EL Ed Rubrics, 3-5 teachers did not enter all agreed upon EL Ed assessments, No teachers entered scores for language for 5 EL students.</p> | Tier 1 |

| | | | | | |
|-----|--|---|--|--|--------|
| 4-3 | <p>PLCs: Align grade level pacing to allow for feedback and re-engagement following an independent check for understanding or task</p> <p>Support team members in lesson level planning and develop common: instructional strategies, questions, scaffolds, protocols, and exit tickets</p> | <p>PLCs: Dedicated time in master schedule for at least 2 PLCs a week</p> <p>Leaders and coaches support, co-facilitate, and provide feedback to ILT and PLC teams</p> | <p>PLC schedule</p> <p>Prep schedule</p> <p>Principal observations of PLCs</p> <p>Improvement on team learning rubrics</p> <p>Regular data analysis during PLC meetings</p> <p>PLC time is focused on instruction and student learning</p> <p>Teachers' instruction and pacing is aligned across the grade level</p> | | Tier 1 |
|-----|--|---|--|--|--------|

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

| | |
|--|--|
| School Priority: | Professional development and accountability through progress monitoring |
| School Theory of Change: | If our own bias contributes to disproportionality affecting African American students, then we need to increase education for staff related to anti-racism and implicit bias to increase student engagement and achievement by holding accountability through progress monitoring. |
| Related Goals: | All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. |
| Students to be served by these actions: | <i>Black 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? |
|-----|--|---|----------------------------|--|--|
| 5-1 | Teachers will evaluate their internal bias and how it contributes disproportionality to their classroom settings | Provide professional development on anti-racist and implicit bias for ALL staff | PD | | Tier 1 |

| | | | | | |
|-----|--|---|------------------------------------|--|--------|
| 5-2 | Teachers are knowledgeable of the opportunity gap and have high expectations for students of color | Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction | Informal and formal learning walks | | Tier 1 |
| 5-3 | Progress monitor learning growth for all African American students in all subjects | Provide regular time for staff to progress monitor | Progress monitoring trackers | | Tier 1 |

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

| | |
|--|--|
| School Priority: | Integrated and Designated ELD |
| School Theory of Change: | If we provide targeted and explicit instruction in language structures that are integrated with complex texts, then a higher percentage of students will reclassify within 6 years. |
| Related Goals: | All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. |
| Students to be served by these actions: | <i>English Language Learners</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|--|--|---|--|--|
| 6-1 | <p>Systems: Provide 30 minutes of designated ELD that addresses ELD standards</p> <p>Newcomer teacher leader provides differentiated ELD instruction for newcomer student</p> | <p>Systems: Ensure time in instructional schedules for ELD instruction that is led by teachers</p> <p>Ensure newcomer teacher leader's time is spent working with newcomers</p> | teacher schedules match master schedule | | Tier 1 |

| | | | | | |
|-----|---|--|--|--|--------|
| 6-2 | <p>Designated ELD: Use all phases of the OUSD designated ELD lessons including discovery, practice, and application</p> | <p>Designated ELD: Observe and provide feedback</p> | <p>improvement on ELL focal indicators: 2.2 academic language is named, taught, rehearsed, and reinforced & 2.4 students have opportunities to learn how language works to make meaning</p> | | Tier 1 |
| 6-3 | <p>Vocabulary: Identify and explicitly teach tier 2 vocabulary</p> | <p>Vocabulary: Professional learning cycle focused on vocabulary including: tiers, explicit instruction, and word play</p> <p>During PLC time identify key vocabulary and develop a plan for teaching. key words.</p> <p>Observe and provide feedback</p> | <p>students using academic vocabulary in oral language and written responses</p> <p>fewer students needing vocabulary on i-ready diagnostic</p> | | Tier 1 |
| 6-4 | <p>Integrated ELD: Incorporate repeated language practice before language application (oral to written) using strategies such as: word walls, sentence frames, discussion protocols,</p> | <p>Integrated ELD: During PLC time bring attention to EL students by focusing on focal ELs. Plan to ensure student talk is integral to all lessons. Identify protocols to increase student talk.</p> <p>Observe and provide feedback</p> | <p>improvement on ELL focal indicators: 1.2 engage in grade level texts and tasks with the support of language scaffolds and supports & 2.3 develop and use language to explain ideas, express understanding, and negotiate meaning.</p> | | Tier 1 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSPA TARGET | RELATED SPSPA ACTION | BUDGET ACTION NUMBER |
|--|---------------|---|-------------|--|------|-------------------------------|------|--|---------------------------------------|--|----------------------|
| Substitute Teacher Incentive Plan (STIP) Teacher | \$75,804 | Early Literacy Support Block (ELSB) Grant | 1105 | Certificated Teachers' Salaries | 8872 | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | Out-of-School Suspensions | School-wide interventions: Follow school wide referral system for out-of-class managed behaviors Implement robust and clearly communicated MTSS supports Use COST referral process to connect students to additional supports | 125-1 |
| 10-Month Teacher on Special Assignment (TSA) | \$102,180 | Early Literacy Support Block (ELSB) Grant | 1119 | Certificated Teachers on Special Assignment Salaries | 8404 | 10-Month Classroom TSA | 1.00 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Standards & Instruction: Start every professional learning cycle with backwards planning Provide extended planning time for additional backwards planning | 125-2 |
| Curriculum Materials | \$2,129 | Early Literacy Support Block (ELSB) Grant | 4110 | Dist. Books & Ref. Materials | | n/a | | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | SBAC ELA Distance from Standard Met | Standards & Instruction: Start every professional learning cycle with backwards planning Provide extended planning time for additional backwards planning | 125-3 |
| Supplies | \$17,620 | General Purpose Discretionary | 4310 | School Office Supplies | | n/a | | Goal 1: All students graduate college, career, and community ready. | n/a | n/a | 125-4 |
| Copier Maintenance | \$9,320 | General Purpose Discretionary | 5610 | Equip Maintenance Agreement | | n/a | | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | PLCs: Dedicated time in master schedule for at least 2 PLCs a week Leaders and coaches support, co-facilitate, and provide feedback to ILT and PLC teams | 125-5 |
| Prep/Enrichment Teacher | \$6,922 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 0076 | Teacher Education Enhancement | 0.05 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Vocabulary: Professional learning cycle focused on vocabulary including: tiers, explicit instruction, and word play During PLC time identify key vocabulary and develop a plan for teaching. key words. Observe and provide feedback | 125-6 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA TARGET | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|-------------------|-------------|---------------------------------|------|-------------------------------|------|---|-------------------------------------|---|----------------------|
| Prep/Enrichment Teacher | \$29,839 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 8407 | Teacher Education Enhancement | 0.30 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Vocabulary: Identify and explicitly teach tier 2 vocabulary | 125-7 |
| Substitute Teacher Incentive Plan (STIP) Teacher | \$45,744 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 7450 | STIP Teacher | 0.60 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Foundational Skills: Provide coaching and professional development on the science of reading and implementation of foundational skills (SIPPS, Heggerty) Provide regular, timely, relevant, and constructive feedback from observations | 125-8 |
| Prep/Enrichment Teacher | \$69,750 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 8416 | Teacher Education Enhancement | 0.70 | Goal 1: All students graduate college, career, and community ready. | Out-of-School Suspensions | School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies) All adults will hold high expectations for both students' academic and behavioral success | 125-9 |
| Prep/Enrichment Teacher | \$126,781 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 3666 | Teacher Education Enhancement | 1.00 | Goal 3 | Student Connectedness to School | Classroom proactive steps: Build relationships and set up a welcoming culturally responsive environment Explicitly teach rules/expectations Practice transitions and teach calming techniques Hold morning meetings Use positive language and rewards to recognize positive behaviors | 125-10 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSPA TARGET | RELATED SPSPA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|-------------------|-------------|---------------------------------|-----|----------------|-----|--|---------------------------------------|--|----------------------|
| Extended Contracts | \$29,918 | LCFF Supplemental | 1120 | Certificated Teachers' Salaries | n/a | n/a | n/a | Goal 4 | i-Ready Reading at or above Mid-Grade | Data Analysis: Set growth goals for individual students and monitor progress using trackers required for the grade level Complete, score, and input all data from assessments: formative/curriculum embedded, SIPPS Mastery Tests, Letter ID, Standards Mastery, DIBELS, i-Ready Diagnostics Analyze data to determine trends, roots causes, and implications Provide in-the-moment feedback after formative checks for understanding and after a task is completed Use student data to plan next steps for whole class and small group instruction | 125-11 |
| Clerical OT | \$3,000 | LCFF Supplemental | 2425 | Clerical Salaries Overtime | | n/a | | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SBAC ELA Distance from Standard Met | Foundational Skills: Deliver systematic, explicit foundational skills instruction in the areas of: letter ID, phonemic awareness, phonics, sight words, and fluency using SIPPS, Heggerty, HWT with fidelity Deliver consistent letter-sound instruction across the school by following the specific letter sound routine Ensure resources to support sight words and sounds are easily accessible and visible to students at all times and in all areas of the room (ie. sound cards, word walls) | 125-12 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSPA TARGET | RELATED SPSPA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|-------------------|-------------|---------------------------------|------|-----------------|------|---|---------------------------------|---|----------------------|
| Noon Supervisor | \$12,000 | LCFF Supplemental | 2905 | Certificated Teachers' Salaries | 3095 | Noon Supervisor | 0.30 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | School-wide interventions: Follow school wide referral system for out-of-class managed behaviors Implement robust and clearly communicated MTSS supports Use COST referral process to connect students to additional supports | 125-13 |
| Noon Supervisor | \$18,000 | LCFF Supplemental | 2905 | Certificated Teachers' Salaries | TBD | Noon Supervisor | 0.30 | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies) All adults will hold high expectations for both students' academic and behavioral success | 125-14 |
| Instructional Materials | \$5,016 | LCFF Supplemental | 4110 | Dist. Books & Ref. Materials | | n/a | | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies) All adults will hold high expectations for both students' academic and behavioral success | 125-15 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSPA TARGET | RELATED SPSPA ACTION | BUDGET ACTION NUMBER |
|--|---------------|--------------------|-------------|---------------------------------|------|--------------------|------|---|---------------------------------------|--|----------------------|
| Library Technician | \$38,000 | Measure G: Library | 2205 | Classified Support Salaries | 7468 | Library Technician | 0.40 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Standards & Instruction: Provide weekly PLC time to plan lessons Observation and feedback to ensure alignment between, focal standards, targets, tasks, and instruction Provide schedule, time, and coverage for peer observations | 125-16 |
| Library Technician | \$40,000 | Measure G: Library | 2205 | Classified Support Salaries | 8417 | Library Technician | 0.40 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Standards & Instruction: Provide weekly PLC time to plan lessons Observation and feedback to ensure alignment between, focal standards, targets, tasks, and instruction Provide schedule, time, and coverage for peer observations | 125-17 |
| Library Books | \$6,000 | Measure G: Library | 4200 | Books other than Textbooks | | n/a | | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Standards & Instruction: Include an opening, work time, and closing in every lesson Embed formative assesment in every lesson by identifying and asking the highest leverage questions and including an independent check for understanding | 125-18 |
| Furniture | \$10,000 | Measure G: Library | 4432 | Furniture < \$5,000 | | n/a | | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | PLCs: Dedicated time in master schedule for at least 2 PLCs a week Leaders and coaches support, co-facilitate, and provide feedback to ILT and PLC teams | 125-19 |
| Substitute Teacher Incentive Plan (STIP) Teacher | \$30,496 | Title I: Basic | 1105 | Certificated Teachers' Salaries | 4253 | STIP Teacher | 0.40 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Foundational Skills: Provide coaching and professional development on the science of reading and implmentation of foundational skills (SIPPS, Heggerty) Provide regular, timely, relevant, and constructive feedback from observations | 125-20 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA TARGET | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|-------------------------------|-------------|--|------|------------------------|------|---|---------------------------------------|---|----------------------|
| 11-Month Teacher on Special Assignment (TSA) | \$26,681 | Title I: Basic | 1119 | Certificated Teachers on Special Assignment Salaries | 8418 | 11-Month Classroom TSA | 0.20 | Goal 1: All students graduate college, career, and community ready. | SBAC ELA Distance from Standard Met | Foundational Skills: Provide coaching and professional development on the science of reading and implementation of foundational skills (SIPPS, Heggerty) Provide regular, timely, relevant, and constructive feedback from observations | 125-21 |
| 11-Month Teacher on Special Assignment (TSA) | \$106,726 | Title I: Basic | 1119 | Certificated Teachers on Special Assignment Salaries | 4253 | 11-Month Classroom TSA | 0.80 | Goal 1: All students graduate college, career, and community ready. | i-Ready Reading at or above Mid-Grade | Foundational Skills: Provide coaching and professional development on the science of reading and implementation of foundational skills (SIPPS, Heggerty) Provide regular, timely, relevant, and constructive feedback from observations | 125-22 |
| Unallocated | \$2,024 | Title I: Basic | 4399 | Unallocated | | n/a | | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies) All adults will hold high expectations for both students' academic and behavioral success | 125-23 |
| Books other than textbooks | \$1,420 | Title I: Parent Participation | 4200 | Books other than textbooks | n/a | n/a | n/a | Goal 3 | Student Connectedness to School | Classroom proactive steps: Build relationships and set up a welcoming culturally responsive environment Explicitly teach rules/expectations Practice transitions and teach calming techniques Hold morning meetings Use positive language and rewards to recognize positive behaviors | 125-24 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA TARGET | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|-------------------------------|-------------|-------------------------|-----|----------------|-----|---|---------------------------------|--|----------------------|
| Technology | \$2,500 | Title I: Parent Participation | 4410 | Equipment < \$5,000 | | n/a | | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | School wide proactive steps: Leaders will facilitate monthly Culture and Equity Tteam meetings Culture and Equity Team will develop/revise behavioral lesson plans for each area of the school Lead school wide PBIS lesson rotations at the beginning of the year and as needed Lead school wide assemblies Support all adults to ensure ongoing teaching, modeling, and consistent language. Use checklists and observation data to provide feedback to all staff in order to build shared understandings across the school Support teachers through coaching - model, observe and provide feedback on Tier 1 practices, including culturally responsive SEL Provide training in implicit bias and anti-racism | 125-25 |
| Postage | \$100 | Title I: Parent Participation | 5910 | Postage | | n/a | n/a | Goal 3 | College/Career Readiness | School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies) All adults will hold high expectations for both students' academic and behavioral success | 125-26 |

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SPSA TARGET | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|---|-------------|-------------------------|-----|----------------|-----|---|-------------------------------------|--|----------------------|
| Communication - Postage | \$400 | Title I: Parent Participation | 5910 | Postage | | n/a | | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | School wide proactive steps: All adults teach and model school wide expectations and routines for every target area Use consistent language to remind, re-direct, and recognize positive behaviors to all students Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies) All adults will hold high expectations for both students' academic and behavioral success | 125-27 |
| Contract - Mental health | \$11,050 | Title IV: Student Support & Academic Enrichment | 5825 | Consultants | | n/a | | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | SBAC ELA Distance from Standard Met | Foundational Skills: Deliver systematic, explicit foundational skills instruction in the areas of: letter ID, phonemic awareness, phonics, sight words, and fluency using SIPPS, Heggerty, HWT with fidelity Deliver consistent letter-sound instruction across the school by following the specific letter sound routine Ensure resources to support sight words and sounds are easily accessible and visible to students at all times and in all areas of the room (ie. sound cards, word walls) | 125-28 |



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.

New Highland Academy and RISE Community School

agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Hosting Back-to-School Night, Parent-Teacher Conferences, monthly family engagement events, as well as other workshops, classes, and resources

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Hosting Back-to-School Night, Parent-Teacher Conferences, monthly family engagement events, as well as other workshops, classes, and resources

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

The school communicates to families about the school's Title I, Part A programs by:

- Hosting SSC and other parent meeting

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- Hosting Back-to-School Night, Parent-Teacher Conferences, monthly family engagement events, as well as other workshops, classes, and resources

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Translation provided at all meetings, information sent home translated

OUSD Family Engagement Standard 3: Parent Volunteering Program

Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Community School Manager and Family Resource Center Coordinator encourage and assist families in becoming volunteers

OUSD Family Engagement Standard 4: Learning at Home

Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Hosting Back-to-School Night, Parent-Teacher Conferences, monthly family engagement events, as well as other workshops, classes, and resources

OUSD Family Engagement Standard 5: Shared Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by/through:

- Professional development and collaborative opportunities to discuss best practices for parent communication

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Holding SSC meetings at the time that best works for families
- Holding PTA meetings in the morning or just prior to dismissal to increase parent participation

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Holding monthly SSC meetings, PTA meetings, and offering opportunities to volunteer

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Providing translation services and/or other accommodations as needed

The school provides support for parent and family engagement activities requested by parents by:

- Conducting formal and informal surveys of parents/guardians

OUSD Family Engagement Standard 6: Community Collaboration and Resources

Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Offering a variety of workshops for parents in the Family Resource Center including English classes, parenting workshops, a 0-5 playgroup

Adoption

This policy was adopted by the New Highland Academy and RISE Community School Site Council on December 7, 2021 and will be in effect for the period of August 9, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before December 17, 2021.

Samantha Keller
Name of Principal

Samantha Keller
Signature of Principal

Date: December 7, 2021

Please attach the School-Home Compact to this document.



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

School-Home Compact NHA/RISE Elementary School 2021-2022

This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.

This School-Home Compact is in effect for the 2021-22 school year.

School Responsibilities

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

All teachers will utilize the district adopted Common Core curriculum and implement effective instructional strategies that will ensure that all students are successful in their grade level. All teachers will teach towards the grade level standards and provide differentiated instruction so that all students have equal access to actively participating in the classroom.

- 2) Calendar and host parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

During the conference, the teacher will discuss the individual child's academic and social achievement. Parents and/or teachers can request additional conferences based upon student needs.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Formal report cards are provided (3) times during the academic school year. Each parent will receive a progress report prior to the end of the 1st report card period. On other occasions, teachers keep parents informed about their

child's progress either by one-on-one meetings, phone calls, texts and/ or written notes.

4) Provide parents reasonable access to staff.

Teachers are available to speak with parents either before school, after school or by appointment. Teachers may, but are not required to provide an email address and/or personal phone number to parents.

5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.

Parents are encouraged to volunteer, participate, and observe in the classroom. Parents may make arrangements with the teacher. Parents need to have a T.B. test if they plan to volunteer in the classroom for an extended period of time. Parents must sign-in in the main office and complete a health screen before entering the classroom as part of the education code.

6) Provide parents with materials and training to help them improve the academic achievement of their children.

Parents receive newsletters and other academic resources to support students' academic progress outside of school. In addition, parents receive information regarding software programs students can access at home. School provides information about workshops, events, and family nights that support understanding of resources and programs, school communicates with parents and families via Parent Square, emails and text messages about resources and materials for students, school posts information about our school programs and resources on our school Website, parents receive information during parent conferences and meetings.

7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.

Staff understand the importance of including parent and family members through regular participation in Professional Development, Staff Meetings and/or Coaching.

8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

At NHA/RISE Elementary School all materials that are distributed relating to school and parent programs, meetings, and all other activities are translated into Spanish, Arabic, Vietnamese and other languages so that ALL families are able to access the information. All materials are distributed in a variety of ways:

hard/paper copies, email distribution, phone calls and text messages through Parent Square.

Teacher Responsibilities

We, as teachers at NHA/RISE Elementary School, will support students' learning in the following ways:

- *Communicate clear expectations for performance to both students and parents.*
- *Strive to address the individual needs of the student*
- *Provide a safe, positive and healthy learning environment*

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Sign in at the main office for ALL school visits;*
- *Follow ALL NHA/RISE Elementary School rules to ensure safety for all community members;*
- *Bring my child to school on time;*
- *Attend school meetings (e.g. PTO, SSC, Title I, etc.);*
- *Make sure my child does his/her homework;*
- *Read/listen to ALL school-wide communications (e.g. school calendars, monthly newsletters, texts, etc.)*
- *Check my child's homework everyday;*
- *Keep in touch with the teacher;*
- *Talk to my child at home about school;*
- *Make sure my child eats well;*
- *Pick-up my child from school on time;*
- *Limit "non-educational" computer screen time*
- *Check and clean my child's backpack regularly and,*
- *Work to keep other parents informed about important school-wide important events by helping to create a better communication system between classroom-school-home (for example, becoming a room parent; creating and participating in the phone tree)*

Parent Signature _____

Student Responsibilities

We, as students at NHA/RISE Elementary School, will share the responsibility to improve our academic achievement and meet the State of California's academic standards. We will:

- *Get to school on time every day.*
- *Follow all NHA/RISE rules and norms;*
- *Respect my school, classmates, staff, community members, and family at all times;*
- *Do my homework every day;*
- *Ask for help when I need it;*
- *Read for at least 15 minutes every day, outside of school (Kindergarten, 1st and 2nd grade students)*

- *Read for at least 20 minutes every day, outside of school (3rd, 4th and 5th grade students)*

Student Name _____

This Compact was adopted by the (SSC Establishment Meeting at NHA/RISE Elementary School) on Tuesday, December 7, 2021, and will be in effect for the period of 2021-22 academic school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before December 17, 2021.

Signature of Principal

Samantha Keller

Tuesday, December 7, 2021



Strategic Resource Planning (SRP)

NHA/RISE ELEMENTARY SCHOOL

School Site Council Membership Roster

2021-2022

SSC - Officers

| | |
|-------------------|----------------|
| Chairperson: | Joanna Davis |
| Vice Chairperson: | Malena Fuentes |
| Secretary: | Stephanie Kott |

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?) |
|-----------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|------------------------------|
| Samantha Keller | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Joanna Davis | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2nd |
| Stephanie Kott* | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1st |
| Malena Fuentes | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2nd |
| Mariela Ramirez | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | 2nd |
| Ivania Milla | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Helen Carranza | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Juana Garcia | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2nd |
| Maria Rivera | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 1st |
| Flor Galdamez | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | 2nd |
| | <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) | 2nd Wednesday @ 5:00 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.

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