

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1328
Introduction Date: 6/27/18
Enactment No.: 18-1131
Enactment Date: 6/27/18
er

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for New Highland Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for New Highland Elementary School.



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

Legislative File ID No: 18-1328
Introduction Date: 6/27/18
Enactment No.: 18-1131
Enactment Date: 6/27/18 er

2018-2019 Single Plan for Student Achievement (SPSA)

School: New Highland Academy
CDS Code: 1612596001903
Principal: Yolanda Cater
Date of this revision: 5/14/2018

The Single 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: Yolanda Cater
Address: 8521 A Street
Oakland, CA 94621

Position: Principal
Telephone: 510-729-7723
Email: yolanda.cater@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: New Highland Academy

Site Number: 125

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

The School Site Council (SSC) recommends this comprehensive Single 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 Education Code 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: April 24, 2018

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

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

Signatures:

<u>Yolanda Cater</u> Yolanda Cater, School Principal	<u>Yolanda Cater</u> Signature	<u>5/15/18</u> Date
<u>VICTORIA FRIESON</u> Print name of SSC Chairperson	<u>V. Frieson</u> Signature	<u>5/15/18</u> Date
<u>Monica Thomas</u> Monica Thomas, Network Superintendent	<u>Monica Thomas</u> Signature	<u>5/31/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>Marla Williams</u> Signature	<u>6/1/18</u> Date

2018-19 SPSA ENGAGEMENT TIMELINE

School Site: New Highland Academy

Site Number: 125

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/9/2019	SSC	Reviewed 17-18 Site Plan and academic data.
2/14/2018	Faculty	Engaged faculty in prioritizing spending based on Big Rocks
3/7/18	SSC	Voted on Title 1 Expenditures.
3/19/18	ELL and African American Parent Meetings	Engage parents in understanding Response to Intervention Model and role of Intervention to support ELLS and African American students in mastering grade level standards.
3/26/28	ILT	Engaged Instructional Leadership Team in mapping instructional practices to Big Rocks.
4/24/2018	SSC	Site Plan voted upon and approved by SSC

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$60,025.02	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$259,245.17	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$50,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$105,518.69	TBD
TOTAL:	\$474,788.88	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$70,112.12	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$1,979.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$72,091.12	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: New Highland Academy

School ID: 125

School Description

At New Highland Academy, 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: New Highland Academy 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.

Family & Student Engagement

27% students at Early Advanced/Advanced on CELDT Sentence unpacking and explicit vocabulary instruction using repeated read alouds were the school-wide initiatives implemented this year. These instructional strategies are used in English Language Arts and content area instruction. There is an increased use of graphic organizers and visual supports to give students access to academic language that they need increase proficiency in English. Reclassification 9% English Learners are not attaining proficiency in reading and writing on CELDT despite being proficient/advanced in speaking and listening. Students lack proficiency in English forms and functions due the lack of Designated ELD instruction. Teachers need support in understanding how to write content language objectives and employing appropriate scaffolding for English Learner across the curriculum. English Language Development not implemented in classrooms. Teachers are not consistently teaching Integrated ELD.

1B: 18-19 NEEDS ASSESSMENT

Area	Strengths	Challenges & Barriers	Root Cause Analysis
<p>LANGUAGE & LITERACY</p>	<p>16% of students are at or above grade level based on Mid-year SRI data: 36% of Reclassified Students, 19% EO, 11% increase from 2016-17, 4th grade moved students from 16% multiple years below grade level to 26% 1 year below (approaching) 6% EL proficiency</p>	<p>18% decrease in SRI proficiency for Reclassified students for 2016-17 Mid-Year SRI, EL proficiency same as 2016. SBAC Proficiency: 7% EL(6), 12% EO(3).</p>	<p>ELs are not gaining grade level proficiency in reading on standards aligned assessments regardless of instructional program(SEI/Early Exit Bilingual). There is a proficiency gap between F&P proficiency and proficiency on SRI. Teachers need professional development on EL Supports for language instruction and providing all students' access to complex text.</p>
<p>STANDARDS-BASED INSTRUCTION (INCLUDING CORE CONTENT BEYOND LANGUAGE & LITERACY)</p>	<p>SIRA Proficiency 5th Grade, 67%, 3rd Grade, 69%. Math Proficiency(SMI): 22% overall, 28% RFEP, SBAC Math Proficiency: 14% RFEP</p>	<p>EL proficiency for SBAC Math 2%, 4% EO. 69% of students in grades 3-5 did not meet standards on SBAC. SIRA Proficiency 4th Grade 25% SBAC Math Diagnostic 0%, 4th Grade.</p>	<p>EL proficiency for SBAC Math 2%, 4% EO. 69% of students in grades 3-5 did not meet standards on SBAC. SIRA Proficiency 4th Grade 25% SBAC Math Diagnostic 0%, 4th Grade.</p>
<p>CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT (CULTURE & CLIMATE)</p>	<p>.08% overall suspension rate, 56 % Participation Parent Culture/Climate Survey, 63% participation Student Culture/Climate Survey, 100% participation Teacher Culture/Climate Survey, 0% severe chronic absence rate for African American students,</p>	<p>29 % Moderate Chronic Absence rate for African American Students, 12% Chronic Absence Rate for Latino Students. 3.8% suspension rate(2).</p>	<p>We have success with our Tier 1 school wide practices/structures for students around school culture but still have not been able to support tier 2 or 3 students adequately. Our PBIS work has focused on Tier 1. Lincoln therapist have been supporting Tier 2 students. Some teachers need support in completing URF referral forms.</p>
<p>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (SELLS NEEDS ASSESSMENT)</p>	<p>We have reclassified students during each designated assessment period. Many of our ELLs attain proficiency in speaking and listening.</p>	<p>11% reclassification rate. A primary challenge is that students are not meeting reclassification criteria for reading and writing on CELDT and SRI.</p>	<p>Our ELLs are not mastering grade level proficiency in Reading and Writing. 42% of our ELLs are multiple years below grade level as measured by F&P assessments.</p>

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)

School: New Highland Academy

School ID: 125

2: SCHOOL PRIORITIES, GOALS & PRACTICES

LANGUAGE & LITERACY	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Standards-Driven Planning (ELA)	Increase by 10% the number of proficient/advanced students in English Language Arts as measured by SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC ELA	All Students	-86.2	-78.7	-71.2
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Reading: SRI, Illuminate Formative Assessments. Listening & Speaking: observation protocol (Site EL Review Classroom Observation Tool). Writing: Writing Analysis Tool (see Chapter 8 of ELA/ELD Framework) with Calkins benchmarks.				
Theory of Action for Language & Literacy Priority:	If leadership provides professional learning for all staff on effective data analysis protocols to more accurately identify the root cause of our students not mastering standards teachers will be able to support all students through the use of PLCs for collaboration in creating Common Core aligned lessons with formative assessments to plan and guide instruction targeted to student needs leading to increased mastery of the Common Core Standards and higher proficiency rates on SBAC. If teachers plan complex text lessons that integrate and build content knowledge by creating tasks that require students answering text-dependent questions supported by GLAD strategies and other appropriate scaffolds students will be able to demonstrate higher level thinking and deeper knowledge of the targeted topic.				

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION
1-1	Teachers will use F&P running records as diagnostic tools, Continuum of Literacy, writing units of study as tools for literacy instruction. Teachers will monitor progress towards mastery of standards through the administration of standards-aligned formative assessments(Illuminate grades 2-5, Foundational Standards K-1). Grade-level teams will backwards map units to create common, standards-aligned summative assessments around complex text. Weekly formative assessments will be created in PLCs to regularly monitor mastery of standards and adjust instruction to meet the needs of students.	Clear cycles of Inquiry and PD calendar created by principal and Instructional Leadership Team. PD is aligned to common core shifts and structured to model and support teachers in using instructional tools to plan and assess student mastery of CCSS. Dedicated weekly PLC time in addition to Wednesdays. Align resources to provide regular Intervention support during a designated time in the literacy block. Support provided by Intervention Teacher, Literacy Coaches, Academic Mentors, and STIP. Additional support can be provided by Experience Corps tutors who will be trained in instructional practices at NHA for intervention or acceleration.	Regular data analysis and review of student work will inform teachers of how students are progressing towards mastery. <i>Observations will provide evidence of of students engaged in academic conversations. SBAC, SRI, and Formative Assessment Data.</i>
	All teachers will use F& P assessments and Lucy Calkins Writing Assessments to guide instruction to monitor students' progress towards grade-level proficiency in Reading and Writing.	Analyze data to inform instruction and monitor student progress	<i>On-going progress monitoring: reading and running records, writing assessments.</i>
1-2	Teachers will analyze reading, writing, math data to identify strengths, and challenges to monitor progress towards goals including a focus meeting the academic needs of homeless students.	Continuous analysis of data to determine strengths, root cause analysis to create actionable next steps as part of planning addressing needs of homeless students. Calendar that has clear data analysis dates. Data collection and data reports for each cycle.	SBAC
1-3	Teachers will create rigorous standards aligned tasks with high levels of DOK and explicit language objectives.	Dedicated time for collaboration and planning. EEIP Teachers and STIP will provide classroom coverage. Regular observations with timely feedback from principal/coaches on implementation of lesson plans by individual teachers, grade levels and/or gather evidence for PD needs to align practices and structures.	<i>Observational data will show students engaging in productive struggle on rigorous standards- aligned tasks. Formative and Summative assessment data will show higher numbers of students moving towards or attaining mastery of standards.</i>

1-4	Teachers will incorporate appropriate instructional strategies in reading, writing, math and provide additional support for foster youth.	Daily Instructional schedules will have clear time allocations to maximize instructional minutes and student time on task. Weekly Collaborative planning time for grade level teams with literacy coaches and/or Principal supporting teachers in identifying classroom needs and actionable next steps for students. Regular dedicated PLC time for collaboration and set intervention time to provide targeted support for students so that all students are progressing towards mastery of standards. Classroom observations by principal, coaches, and/or Instructional Leadership Team.	<i>Observational data will show students engaging in productive struggle on rigorous standards- aligned tasks Oral and written. Formative and Summative assessment data will show higher numbers of students moving towards or attaining mastery of standards. ELPAC data for ELLS. SRI, LC Writing Assessment Data.</i>
1-5	Teachers will integrate use of technology into classrooms using chromebooks to teach students standards aligned reading/comprehension practice, research, math fluency practice, and for publishing writing pieces with a focus on providing appropriate scaffolds and support for students with disabilities.	Students will receive technology support aligned to rigorous standards-aligned tasks(i. e. keyboarding starting in primary grades, Accelerated Reader and math programs).	<i>Review of student work.</i>
1-6	Teachers will set grade level goals, support students in setting goals and getting students to articulate next steps including appropriate strategies to support students with disabilities.	Instructional Leadership Team will facilitate school-wide data analysis.	<i>Data analysis will indicate students progress towards mastering standards.</i>
1-7	Teachers backwards plan reading, writing, math units to develop year, monthly, and daily common core learning targets/objectives with special attention to language demands for ELLs.	Protected regular collaborative planning time for grade level teams with literacy coaches and/or Principal support with standards-aligned planning and inquiry cycles. PD on ELLs best practices by ECCTL/ITL.	<i>Lesson plans will have rigorous common core-aligned tasks and appropriate scaffolding based on student need.</i>

1-8	After School program tutors learn best practices used during classroom instruction to support students during homework time.	Afterschool manager delivers PD that supports tutors understanding and skills around homework support and classroom management. Afterschool program focus and creates a scope and sequence on building student proficiency in writing, math, reading through targeted support including strategies to aid homeless students during homework time. Principal meets with afterschool coordinator and teacher liaison to support this work and assess progress and quality.	<i>Review of Higher Ground assessment data and student work.</i>
1-9	Teachers goal set with families and students at least 2 times per year.	PD to align communication to families around literacy-reading, writing, math student progress Minimum days for teachers to have conferences with all families and students.	
1-10	Kindergarten teachers will collaborate with New Highland CDC to support the transition of incoming Kindergartners	Principal will coordinate dates for school visit and parent workshops with Kindergarten Readiness Program Manager.	
1-11	Principal will hold data conferences with teachers	Principal and grade-level teams will review current data and plan actionable next steps to improve academic outcomes for students.	

STANDARDS-BASED INSTRUCTION	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Standards-Driven Planning (Math)	Increase 10% the number of proficient/advanced students in Math as measured by SBAC.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	SBAC Math	All Students	-96.6	-86.6	-76.6
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Standards-Aligned Formative Assessments.				
Theory of Action for Standards-Based Instruction Priority:	If leadership provides professional learning for all staff on the three shifts of CCSS Math standards then teachers will be able to plan effective lessons that include appropriate support to meet the needs of all students. If teachers provide differentiation through small group instruction and progress monitor with common summative and formative assessments for all Language Learners then we increase student proficiency rates on SBAC-Math, CEOUs and SMI assessments.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	

2-1	Teachers will progress monitor small group instruction by analyzing student work, formative and summative assessments.	Continuous analysis of data to determine strengths, root cause analysis to create actionable next steps including strategies for students with disabilities as part of planning. Calendar that has clear data analysis dates. Data collection and data reports for each cycle.	<i>Improved performance on classroom and district assessments(SMI).</i>
2-2	Teachers pull regular small groups in math ensure that students are progressing toward proficiency. GATE students will be provided enrichment activities.	Principal will define expectations for consistent implementation of small group instruction. Weekly observations to support and monitor progress. Principal and ILT will develop PD calendar that focuses on small group instruction that first focuses on literacy and then on math. Principal will collect teacher lesson plans that include small group instruction to provide feedback. Principal will lead learning walks with coaches.	<i>Improved performance on classroom and district assessments.</i>
2-3	Teacher unit plans include opportunities to show mastery of subskills and ability to successfully complete performance tasks with instructional supports for Low-income students.	Regular dedicated PLC time for collaboration and set intervention time covered by Academic Mentors and tutors to provide targeted support for students so that all students are progressing towards mastery of standards. STIP and EEIPs provide classroom coverage. Intervention teacher will work with students identified through COST.	<i>Review lesson plans and observational data</i>

CONDITIONS FOR STUDENT & ADULT LEARNING/ MULTI-TIERED SYSTEMS OF SUPPORT/ PROFESSIONAL DEVELOPMENT	Priority ("Big Rock"):	JUNE 2021 GOAL			
	Multi-Tiered Systems of Support (MTSS)	Sustain 0% suspension rate. Decrease office referrals by 50%. Chronic Absence Rate at/below 6%			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	Chronic Absence	African American Students	28.2%	27.2%	26.2%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Analyze URF Data, Weekly Chronic Absence Reports(Data Dashboard),				
Theory of Action for Conditions for Student & Adult Learning Priority:	If teachers are provided professional learning and employ Restorative Justice practices we will see improved behavior from all students including those who require Tier 2 support. If we explicitly teach behavioral expectations, hold monthly PBIS assemblies to recognize behavioral and academic achievements, and implement SEL strategies for students and adults then we will create a positive school climate and improve academic outcomes for all students. If we provide positive incentives for students who are chronically absent we will decrease our chronic attendance rate.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
3-1	Classroom culture plans including supports for Latino males (5 step consequence, 5-1 positive recognition, RJ practices) will be completed before the beginning of the school year.	PBIS team meets regularly to look at data and plan next steps to support teachers, other adults, or students. Create sample lessons and create resource list for teachers. Fall focus on 5-1 positive recognition, school goals around school culture and creating culture plans with support of PBIS team.		<i>Decreased URF referrals.</i>	

3-2	Teachers will create lesson plans and articulate classroom expectations including support for students with disabilities throughout the school year. First two weeks teachers will teach all expectations in behavior matrix. Students can articulate core values.	School-wide expectations are established and posted. Principal and PBIS team will observe and lead cycle of inquiry around classroom expectations. Feedback will be provided bi weekly to teachers. Communicate and reinforce expectations through daily announcements, weekly morning meetings, monthly assemblies, and incentives. All staff is properly trained in the behavior matrix(expectations for students in every area of the school) and how to follow up with a student who is not meeting expectations on our monthly meetings. Posters posted in all classrooms and hallways. Checklist of non negotiables given to teachers and monitored closely first 6 weeks of school. Parents-student handbook distributed and signatures collected from families. Assemblies/scholar dollars given to highlight students meeting expectations	<i>Decrease in URF referrals for African-American boys. Decrease in suspensions.</i>
3-4	Teachers and attendance team will be in contact with families for attendance issues or discipline	Attendance team meets regularly to look at data and create targeted supports and incentives for families. Daytime support from Higher Ground coaches for conflict resolution, student behavior plans, and family communication.	<i>Regular school attendance by targeted students.</i>
3-4	As part of working through the classroom interventions as outlined in the URF (5-1 positive) all teachers will fill out a URF, in a timely manner, for students not responding to Tier 1 interventions.	Principal will meet to ensure alignment of campus resources to support tier 2 and 3 students: Higher Ground, Lincoln, RSP, counselor, speech specialist All staff to be trained in URF and de-escalation techniques. Teachers will have access to classroom supports available for students with particular needs not met yet, particularly those with disabilities.	<i>Decrease in URF referrals for African-American and Latino boys.</i>

3-5	Teachers will create a classroom incentive plan to encourage 100% attendance and call students when absent. Attendance/COST team will also do follow up conversations.	Attendance team meets weekly to look at attendance data focusing on African American Students. Based on the data, tiered plans are made for chronically absent students that include strategies on providing supports, messaging the importance of attending school everyday, celebrating improvement, and communicating on a regular basis with the teachers. Starting in May and continuing through the summer meet with incoming Kindergarten families and students to introduce school expectations and procedures. COST team will meet weekly to look at attendance and student discipline data to guide our next steps and assess current supports with students. Teachers will be invited to be part of the process. Attendance team meets weekly with Principal.	<i>Increased student attendance from targeted subgroup.</i>
3-6	Afterschool Program-Higher Ground tutors teach and reteach lessons as necessary aligned to our school wide expectations	Principal meets prior to the beginning of the school year and throughout the year with afterschool program coordinator to assess areas of strength and areas of growth Share lesson plans, templates, matrix, voice level charts and include someone from HG program to partake in bi-weekly PBIs meetings	<i>Fewer daytime URF referrals.</i>
3-7	Teachers tutor students below grade level (low-performing students) afterschool, particularly English Learners.	Principal allocates funds and presents teachers with clear criteria for selecting students, data to be collected, and communication to be given to parents. extended contract money, tutoring criteria and expectations.	<i>Increased academic performance as indicated by assessment data and student work/performance.</i>
3-8	Implement practices for family engagement on home strategies to support academics and improve attendance focusing on African-American students.	Principal will hold monthly Coffee Chats with parents to share strategies for improving attendance and academic achievement. Attendance Team and Principal will analyze attendance data and plan support plans for students with chronic absences.	<i>Increased parent participation in Coffee Chats and other parent events.</i>

	Priority ("Big Rock"):	JUNE 2021 GOAL
--	-------------------------------	-----------------------

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	EL Reclassification	100% English Language Learners will be in daily designated ELD classes for at least 30 minutes. 100% of ELLs will have access to core content (in ELA, Math, Sci, Soc. Studies) through their teachers using high leverage ELL practices grounded in the ELA/ELD Framework.			
	Student Performance Indicator:	Student Group:	16-17 Baseline:	17-18 Target:	18-19 Target:
	English Learner Reclassification	All Students	11.0%	14.0%	17.0%
What other leading indicators can you watch over the course of the year to monitor progress towards this goal?	Reading: SRI, Illuminate Formative Assessments. Listening & Speaking: observation protocol (Site EL Review Classroom Observation Tool). Writing: Writing Analysis Tool (see Chapter 8 of ELA/ELD Framework) with Calkins benchmarks.				
Theory of Action for English Language Learners Priority:	In order to increase our SRI and SMI scores for our ELLs, we need to revitalize our designated and integrated ELD programs. If teachers provide ELLs with full access and engagement in the academic demands of CCSS, NGSS as well as use ELD standards to target language instruction based on content, then we will increase our SRI, SMI, and reclassification rates for ELLs. If leadership provides professional development and PLC time for teachers to plan Integrated and Designated ELD lessons using high-leverage ELL practices such as GLAD strategies, Sentence Unpacking/Repacking we will increase student proficiency in reading and writing in Academic English.				
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP ACTIONS		EVIDENCE OF IMPLEMENTATION	
4-1	Teachers will teach Designated and Integrated ELD daily. Newcomers will receive pull-out instruction using <i>Systematic ELD</i> . All teachers will teach content-embedded designated ELD to all other levels. Teachers will use strategies such as sentence unpacking/repacking and GLAD to teach students English language functions.	Principal will define expectations for daily ELD instruction. 30 minutes daily Designated ELD time in all classrooms. Professional development support for effective ELD instructional practices. Learning walks conducted by the principal, coaches, and/or Instructional Leadership team. Gladiator will provide Pd support for implementation of GLAD Strategies.		<i>Higher levels of English proficiency as measured by SRI, formative assessments, and ELPAC. Increased reclassification rates with a decrease in ELL and LTEL rates as measured by OUSD Dashboards.</i>	
4-2	Teachers will provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction. Teachers will teach integrated ELD in Science.	Teachers use instructional practices that improve instructional outcomes for ELLs. PD and coaching support, collaboration with ELLMA. ITL to provide Newcomer Support.		<i>Higher levels of English proficiency as measured by ELPAC, increased reclassification rates. Decrease in ELL and LTEL rates as measured by OUSD Dashboards.</i>	

4-3	Inform parents of ELLs progress towards meeting all criteria for reclassification.	Engage all ELLs and their families in reflection and goal-setting using the ELL Student Snapshot at least 2x/year. Parent-Teacher Conferences and Parent Meetings with principal focusing on the reclassification process.	<i>Increased reclassification rates. Decrease in ELL and LTEL rates as measured by OUSD Dashboards.</i>
4-4	Extend learning time for ELLs	Principal coordinates site PDs for ELLs with Afterschool Coordinator in order for Afterschool Program staff to be trained in ELL strategies. Utilize the afterschool program to provide extended learning and increased opportunities for student engagement and language development. Designated time for Intervention by Academic Mentors and Coaches and Newcomer Support.	<i>Improve English proficiency in classroom perform based on data and observation.</i>

PROPOSED 2018-19 SCHOOL SITE BUDGET

Site Number: 125

School: New Highland Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED PRIORITY/GOAL	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$105,518.69	After School Education & Safety (ASES)	Pay for Higher Ground Afterschool Program	Multi-Tiered Systems of Support (MTSS)	A1.6 After School Programs	5825				125-1
\$3,095.93	General Purpose Discretionary	Classified OT	Multi-Tiered Systems of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	2225				125-2
\$3,095.93	General Purpose Discretionary	Clerical OT	Multi-Tiered Systems of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	2425				125-3
\$16,460.00	General Purpose Discretionary	Instructional books and supplies for classrooms	Standards-Driven Planning (ELA)	A2.3 Standards-Aligned Learning Materials	4310				125-4
\$1,961.19	General Purpose Discretionary	School uniforms to build positive learning community.	Multi-Tiered Systems of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	4380				125-5
\$5,000.00	General Purpose Discretionary	Pay for copier service contract for printing instructional materials.	Multi-Tiered Systems of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	5610				125-6
\$1,000.00	General Purpose Discretionary	Purchase postage for outgoing mail.	Multi-Tiered Systems of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	5910				125-7
\$7,894.61	General Purpose Discretionary	Noon supervision	Multi-Tiered Systems of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV019 4	0.25	125-8
\$21,517.36	General Purpose Discretionary	Noon supervision	Multi-Tiered Systems of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	2905	NOON SUPERVISOR	NOONSV019 5	0.40	125-9

\$9,238.16	LCFF Concentration	Books	Standards-Driven Planning (Math)	A2.3 Standards-Aligned Learning Materials	4200				125-10
\$20,000.00	LCFF Concentration	Contracts/ITL Set aside	Standards-Driven Planning (ELA)	A3.2 Reading Intervention	5825				125-11
\$20,761.84	LCFF Concentration	EEIP to support academic acceleration	Standards-Driven Planning (ELA)	A3.2 Reading Intervention	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0045	0.30	125-12
\$12,383.70	LCFF Supplemental	Extended Contracts for teachers for tutoring	Standards-Driven Planning (ELA)	A2.10 Extended Time for Teachers	1120				125-13
\$7,400.00	LCFF Supplemental	Book Trust provides books for students to take home and build personal libraries.	Standards-Driven Planning (ELA)	A3.3 Family Engagement focused on Literacy Development	4200				125-14
\$1,100.00	LCFF Supplemental	Books	Standards-Driven Planning (ELA)	A2.3 Standards-Aligned Learning Materials	4200				125-15
\$15,000.00	LCFF Supplemental	Books/ITL Set Aside	Standards-Driven Planning (ELA)	A2.3 Standards-Aligned Learning Materials	4200				125-16
\$1,200.00	LCFF Supplemental	Pay for Spark Girl Program that provides SEL support and leadership development for girls	Multi-Tiered Systems of Support (MTSS)	A2.2 Social Emotional Learning	5825				125-17
\$1,434.28	LCFF Supplemental	Contracts to be used for academic acceleration or social-emotional support	Multi-Tiered Systems of Support (MTSS)	A5.2 Health and Wellness (Mental & Physical Health)	5825				125-18
\$5,000.00	LCFF Supplemental	Experience Corps	Standards-Driven Planning (ELA)	A3.2 Reading Intervention	5825				125-19
\$10,200.00	LCFF Supplemental	Pay Lincoln Services to provides behavioral and mental health services.	Multi-Tiered Systems of Support (MTSS)	A5.2 Health and Wellness (Mental & Physical Health)	5825				125-20
\$45,286.40	LCFF Supplemental	STIP to support academic acceleration	Standards-Driven Planning (ELA)	A3.2 Reading Intervention	1105	TEACHER STIP	TCSTIP0608	1.00	125-21
\$63,831.70	LCFF Supplemental	TSA to support academic acceleration	Standards-Driven Planning (ELA)	A3.2 Reading Intervention	1119	11 MONTH CLASSROOM TSA	C11TSA9999	0.60	125-22
\$96,409.09	LCFF Supplemental	EEIP to support academic acceleration	Standards-Driven Planning (ELA)	A2.1 Implementation of the CCSS & NGSS	1105	TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0191	1.00	125-23
\$18,851.56	Title I: Basic	Surplus	n/a	n/a	4399				125-24

\$25,000.00	Title I: Basic	Surplus, intended to pay .4 ITL to provide pd and coaching support for teachers.	Standards-Driven Planning (ELA)	A4.4 Teacher Professional Development focused on English Learners	4399				125-25
\$40,000.00	Title I: Basic	Surplus, intended to pay Higher Ground Daytime Support for students who need Tier 2/3 academic and behavioral supports.	Multi-Tiered Systems of Support (MTSS)	A5.1 School Culture & Climate (Safe & Supportive Schools)	4399				125-26
\$2,062.26	Title I: Parent Participation	Surplus intended for refreshments and materials for parents workshops/meetings	EL Reclassification	A6.1 Parent/Guardian Leadership Development	4399				125-27



Title I School Parental Involvement Policy 2017-18

(Blue fonts indicate an area that needs to be completed)

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

Involvement of Parents in the Title I Program

New Highland Academy agrees to implement the following statutory requirements:
(Name of school)

- Will convene an annual Title I meeting to perform the following:
 1. Inform parents of their schools participation in the Title I Program.
 2. Explain the requirements of the Title I Program.
 3. Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
 4. The parents' right to participate in the development of the District's Title I Plan.
(In the box below, briefly describe or bullet how this happens at your school.)

Membership on SSC, Participating in buget meetings, monthly parent meetings, parent workshops in collaboration with Family Engagement partners.

- Offer a flexible number of meetings for parents.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to participate in monthly meetings with the principal(coffee chats). Workshops/meetings are planned in collaboration with district partners and the Family Resource Center onsite.

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
(In the box below, briefly describe or bullet how this happens at your school.)

Parents are invited to parent meetings at the Family Resource Center through notices sent home , robo calls, and postings at the school site.



OFFICE OF ACCOUNTABILITY PARTNERS
SCHOOL SUPPORT DIVISION

- Provides parents of Title I students with timely information about Title I programs.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent meetings/workshops and SSC meetings

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent meetings(coffee chats)are held 3-4 times a year to share current assessment data

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent teacher conferences are held 3 times a year and parents may request a conference directly with teacher. Parents can request meetings with the principal.

School-Parent Compact

(Name of school) New Highland Academy :

has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. As a reminder, please retain all School-Parent Compact documentation for each student at your site for auditing purposes.



Building Parent Capacity for Involvement

(Name of school) New Highland Academy :

engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
 1. The State of California's academic content standards
 2. The State of California's student academic achievement standards
 3. The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 4. Academic proficiency levels students are expected to achieve
 5. How to monitor their child's progress(In the box below, briefly describe or bullet how this happens at your school.)

Parent meetings, workshops

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent meetings and workshops

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
(In the box below, briefly describe or bullet how this happens at your school.)

Parent workshops, participation in staff meetings (when appropriate, collaboration with parent groups on site (Families in Action, Family Resource Center, and Highland CDC



OFFICE OF ACCOUNTABILITY PARTNERS
SCHOOL SUPPORT DIVISION

- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children.

(In the box below, briefly describe or bullet how this happens at your schools.)

Collaboration with Highland CDC, Family Resource Center, and organizations identified by the Community School Manager.

- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Monthly parent newsletter, robo calls, and postings at site in common areas.

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents.

(In the box below, briefly describe or bullet how this happens at your school.)

Collaboration with Highland CDC, Family Resource Center, and community organizations identified by the Community School Manager.

Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

(In the box below, briefly describe or bullet how this happens at your school.)

Translation is available at all meetings including materials used at meetings.




Adoption

- This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the (Name of School) New Highland Academy School Site Council on (Date) 11/28/17 and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community.

The (Name of school) New Highland Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.


(Principal's Signature)

11/28/17
(Date)

New Highland Academy Elementary School Compact

School Name

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Ask for help when I need it.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching and instead study or read every day after school.
- Respect the school, classmates, staff and families.

Student signature

Parent/Guardian or Family Member Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Communicate with the teacher or the school when I have a concern.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent/Guardian or Family member signature

Teacher Pledge:

I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction.
- Endeavor to motivate my students to learn.
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide a warm, safe, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-5).
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making and consistently work with families and my school colleagues to make schools accessible and welcoming places for families which help each student achieve the school's high academic standards.
- Respect the school, students, staff and families.

Teacher signature

We make a commitment to work together to carry out this agreement.

Signed on this _____ day of _____, 20_____.



2017-2018

School Site Council Membership Roster – Elementary

School Name: New Highland Academy

Chairperson : Victoria Frieson
Vice Chairperson: Kyreen Briscoe
Secretary: Emily Blossom

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Yolanda Cater	X			
Emily Blossom		X		
Kyreen Briscoe				X
Yolanda Magana				X
Margarita Garcia		X		
Tracy Dordell		X		
Mariana Santillan				X
Fabiola Acevedo				X
Victoria Frieson				X
Esperanza Buenrostro			X	

Meeting Schedule (day/month/time)	4th Tuesday each month at 3:00pm
-----------------------------------	---

SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. Majority of school staff members must be classroom teachers;
4. Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
AND
5-Parent /Community