

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

June 28, 2017

**To:** Board of Education

**From:** Dr. Devin Dillon, Interim Superintendent  
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness  
Vernon Hal, Senior Business Officer  
Marcus Silvi, Coordinator, Office of Accountability Partners

**Re:** 2017 – 2018 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2017-2018 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 2017-2018 Single Plan for Student Achievement (SPSA) for New Highland Elementary School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## 2017-2018 Single Plan for Student Achievement (SPSA)

**School:** New Highland Academy  
**CDS Code:** 1612596001903  
**Principal:** Yolanda Cater  
**Date of this revision:** 6/5/2017

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: 6/28/2017*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Devin Dillon, Interim Superintendent**  
**James Harris, Board President**

**2017-2018 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: 5/8/2017

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, media announcements, etc.) |
|--|---|--|

**Signatures:**

Yolanda Cater

*Yolanda Cater*  
Signature

5/8/17  
Date

School Principal

*Griselda McCoy*  
Print name of SSC Chairperson

*Griselda McCoy*  
Signature

5/8/17  
Date

Monica Thomas

*Monica Thomas*  
Signature

5/12/17  
Date

Network Superintendent

Marcus Silvi

*Marcus Silvi*  
Signature

5/25/17  
Date

Coordinator, Office of Accountability Partners

Signature

Date

**2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
11/14/2016	ILT	Discussed SPF Results and school-wide priorities.
12/5/2016	SSC	Shared SPF and discussed school-wide priorities
12/13/2016	Staff Meeting	Identified funding priorities for 3 budget scenarios(flat, decrease, increase).
1/10/2018	SSC	Prioritized budget strategies
2/1/2017	Staff Meeting	Update on budget and prioritized budget priorities
2/21/2017	SSC	Reviewed and Approved Title 1 budget priorities
2/27/2017	ILT	Discussed adding A-Net to site plan to support PLCs/PD
3/23/2017	SSC	Reviewed and approved Title 1 Budget
5/8/2017	SSC	Review and approve site plan

## 2017-2018 Final Budget

### Programs Included in This Plan

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$59,310.52	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$267,196.69	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$47,931.96	TBD
After School Education and Safety Program ... <b>ASES #6010</b>	\$96,628.84	TBD
<b>TOTAL:</b>	<b>\$471,068.01</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$56,514.02	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$1,892.58	TBD
21st Century Community Learning Centers ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$58,406.60</b>	<b>\$0.00</b>

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## PART A: ABOUT THE SCHOOL

### School Description

At New Highland Academy, we focus on providing rigorous, differentiated and culturally relevant academic instruction, arts integration, social/emotional skill building and support, and strong, positive connections with families. Our students will achieve proficiency or better in all subject areas. Our vision for New Highland is that our students become creative thinkers, effective communicators and compassionate members of their community. They'll attain academic excellence and develop powerful thinking skills. They'll also communicate effectively through oral and written English and a variety of arts and technology media. Our students will be 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 graduates are creative thinkers, effective communicators and compassionate members of their community. They attain academic excellence and develop powerful thinking skills. Students communicate effectively through oral and written English and a variety of arts and technology media. They are compassionate citizens possessing strong social-emotional skills and confidence in their own capacity to learn and achieve. Mission: Through a program that includes rigorous, differentiated and culturally relevant academic instruction, arts integration, social/emotional skill building and support, and strong, positive connections with families, New Highland Academy students will achieve proficiency or better in all subject areas.

## PART B: SCHOOL PRIORITIES, GOALS & NEEDS ASSESSMENT

### LANGUAGE & LITERACY PRIORITY: Standards-Driven Planning (ELA)

#### SCHOOL GOAL for Standards-Driven Planning (ELA):

Increase by 10 percent of students 2nd-5th grade reading at or above grade level as measured by SRI.

#### SCHOOL TARGETS for Standards-Driven Planning (ELA):

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SRI	All Students	17.19%	22.19%	27.19%

#### Other Leading Indicators for Standards-Driven Planning (ELA):

F&P

#### NEEDS ASSESSMENT for Standards-Driven Planning (ELA):

STRENGTHS	CHALLENGES
<p>4% SRI Growth 50% of kindergarteners are on track to meet EOY goal of reading at Level D. The percentage of English Learners one year below grade level increased from 10% to 19% on the mid-year SRI assessment as the number of students multiple years below grade level decreases. 54% of Reclassified Fluent Proficient (RFEP) students are at or above grade level at the mid year SRI administration compared to 39% for the Fall administration. This year's focus on English Learner support in Literacy is yielding positive gains as teachers are giving students access academic vocabulary. Teachers are implementing explicit vocabulary instruction using repeated read-alouds. Teachers have implemented sentence unpacking to increase the acquisition and use of academic language for all students. Small group instruction in classrooms with intervention from Literacy Coaches provides differentiation and targeted support to meet literacy goals set for students.</p>	<p>EL proficiency for SBAC ELA 0%, SBAC Literacy Proficiency 9%, SRI Proficiency 17%</p>

ROOT CAUSE ANALYSIS
<p>The majority of our students are not proficient in ELA yet. Students are ending below grade starting at kinder. Teachers are consistently implementing balanced literacy practices. Teachers haven't had PD and planning around backwards design using CCSS to guide their work. PD's focus has been on getting teachers to know more about the different parts of balanced literacy and the new curriculum. As a school we haven't focused on backwards design and doing a deep dive of the CCSS. Thus, we are looking to shift our focus from following curriculum to planning instruction based on CCSS, data, and language demands for ELLs.</p>

**MATHEMATICS PRIORITY: Standards-Driven Planning (Math)**

**SCHOOL GOAL for Standards-Driven Planning (Math):**

Increase 10% the number of proficient/advanced students Math as measured by SBAC.

**SCHOOL TARGETS for Standards-Driven Planning (Math):**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	Low-Income Students	6.00%	9.00%	12.00%

**Other Leading Indicators for Standards-Driven Planning (Math):**

SMI

**NEEDS ASSESSMENT for Standards-Driven Planning (Math):**

STRENGTHS	CHALLENGES
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6% decrease in students performing one year below grade level on SMI. The percentage of students multiple years below grade level in fall 2016 was 26% compared to 57% in fall 2016 as measured by SMI. Teachers are incorporating more math talks during instruction and providing targeted instruction in small groups.

EL proficiency for SBAC Math 1%. 69% of students in grades 3-5 did not meet standards on SBAC. Teachers focus more on procedural versus conceptual understanding when teaching math. Lessons lack appropriate scaffolding for English Learners. Despite the focus on procedural understanding students lack fluency in basic math facts (addition/subtraction, multiplication).

**ROOT CAUSE ANALYSIS**

The majority of our students are not proficient in Math yet. Students are ending below grade starting at kinder. Thus, we are looking to shift our focus from following curriculum to planning instruction based on CCSS, data, and language demands for ELLs.

**CULTURE & CLIMATE PRIORITY: Multi-Tiered Systems of Support (MTSS)**

**SCHOOL GOAL for Multi-Tiered Systems of Support (MTSS):**

Sustain 0% suspension rate. Decrease office referrals by 50%

**SCHOOL TARGETS for Multi-Tiered Systems of Support (MTSS):**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Suspensions	African American Males	8.00%	6.00%	4.00%

**Other Leading Indicators for Multi-Tiered Systems of Support (MTSS):**

Office Referrals

**NEEDS ASSESSMENT for Multi-Tiered Systems of Support (MTSS):**

STRENGTHS	CHALLENGES
0% suspension rate, 56 % Participation Parent Culture/Climate Survey, 63% participation Student Culture/Climate Survey, 100% participation Teacher Culture/Climate Survey	Chronic Absence 15% for African American Students

**ROOT CAUSE ANALYSIS**

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. There are counselors to support tier 2 and 3 students but not all students can be seen. Some teachers are sending Tier 2 & 3 with office referrals due to their ability, knowledge, and patience in supporting these students in the classroom. Some teachers have slowly regressed in their effective instructional practice around positive re-enforcement.

**FAMILY & STUDENT ENGAGEMENT PRIORITY: EL Reclassification**



**SCHOOL GOAL for EL Reclassification:**

Increase ELL reclassification Rates
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**SCHOOL TARGETS for EL Reclassification:**

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
EL Reclassification	English Learners	9.30%	12.30%	15.30%

**Other Leading Indicators for EL Reclassification:**

ELL Reading Level SRI

**NEEDS ASSESSMENT for EL Reclassification:**

STRENGTHS	CHALLENGES
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.

**ROOT CAUSE ANALYSIS**

English Language Development not implemented in classrooms. Teachers are not consistently teaching Integrated ELD.

**PART C: THEORY OF ACTION**

<b>SCHOOL THEORY OF ACTION for Standards-Driven Planning (ELA):</b>	If leadership provides professional learning for all staff on effective English Learner strategies and differentiation through small group instruction and within PLCs through create lesson plans around the Common Core State Standards then students will demonstrate increased mastery of the CCSS-ELA Standards. If leadership provides professional learning opportunities in assessment literacy teachers will be better able to plan instruction targeted to student needs using summative and formative assessments.
<b>SCHOOL THEORY OF ACTION for Standards-Driven Planning (Math):</b>	If leadership provides professional learning for all staff on the 3 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.

<b>SCHOOL THEORY OF ACTION for Multi-Tiered Systems of Support (MTSS):</b>	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 chronic attendance.
<b>SCHOOL THEORY OF ACTION for EL Reclassification:</b>	If teachers plan and implement Integrated and Designated ELD lessons daily we will meet our reclassification goals. If leadership provides professional learning opportunities on EL instructional strategies teachers will plan effective lessons that meet the needs of all ELs.

**PART D: 17-18 STRATEGIES & KEY PRACTICES**

<b>Improvement Strategy #1:</b>	Teachers will use CCSS to backwards plan units, assessments and lesson plans in literacy, math and writing.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
1-1	Teachers will use F&P running records as diagnostic tools, Continuum of Literacy, writing units of study as tools for literacy instruction	PD structured to model and support teachers in using instructional tools to plan and assess student mastery of CCSS	Clear cycles of inquiry around reading and writing. PD is structured to align, model, and support teacher collaboration planning
1-2	Analyze reading, writing, math data to identify strengths, challenges, progress towards goals, and make an action plan	Continuous analysis of data to determine strengths, challenges, progress towards goals and create actionable next steps as part of planning. Leading 3x/year data meetings with particular attention to ELLs	Calendar that has clear data analysis days set Grade level release days 3 times a year to look at data and grade level goals. Data collection and data reports for each cycle
1-3	Teachers will implement Readers, Writer's Workshop, and math tasks consistently	Bi-weekly one-on-ones – observation and feedback-walkthroughs	Dedicated time between literacy coaches and principal to observe instruction, make action plans to support individual teachers, grade levels and/or gather evidence for PD needs to align practices and structures.
1-4	Teachers will incorporate appropriate instructional strategies in reading, writing, math to support ELLs, Latino Students and Homeless/Foster Youth.	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	Prep teachers to release teachers for 2 preps weekly during the school day. Regular dedicated PLC time for collaboration.

1-5	Teachers integrate technology into their classrooms using chromebooks-reading/comprehension practice, research, math fluency practice, and for publishing writing pieces including providing opportunities for GATE students to work on independent projects.		PD on Lightsail to support students improvement in SRI.
1-6	Teachers will set grade level goals, support students in setting goals and getting students to articulate next steps	Leadership team facilitate school-wide data analysis and grade level data	Minimum days for teachers to have conferences with all families and students.
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	Weekly Collaborative planning time for grade level teams with literacy coaches and/or Principal	Support with standards-aligned planning and inquiry cycles provided by A-Net (Achieve Network). PD on ELLs best practices by ECCTL/ITL. PD or coaching support for using Illuminate to create standards aligned-assessments.
1-8	After School program tutors learn best practices 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 during homework time. Principal meets with afterschool coordinator and teacher liaison to support this work and assess progress and quality.
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	Teachers plan/collaborate regularly to determine best instructional practices to improve academic outcomes for all students including Newcomers and Homeless/Foster Youth.	PD to support collaboration and planning with protected time for PLCs.	PD calendar that supports math and literacy planning with the math and literacy resources aligned with CC shifts.

<b>Improvement Strategy #2:</b>	School wide expectations are explicitly taught to students and referred to by all adults. Supports are in place for students who need additional support/services so that students are in class 100% of the time. Teachers are building relationships with students and learning how to deescalate students to build a strong tier 1 through coaching and development. School wide structures that support tier 2 and 3 students to be successful in their classrooms.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
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2-1	Classroom culture plans (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.	Retreat day to focus on 5-1 positive recognition, school goals around school culture and creating culture plans with support of PBIs team.
2-2	Teachers will create lesson plans and articulate classroom expectations 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
2-3	Intervention TSA and day time support staff (Higher Ground) will support and guide teachers to lead morning meetings, restorative justice practices, and solution teams(No Bully Program)	Intervention TSA will work with all teachers to support and implement classroom practices and school-wide structures.	Schedule of availability for Intervention TSA to go in and support teachers with setting up structures. Intervention TSA joins walk throughs for the first 6 weeks. Action plan between Intervention TSA, PBIS/MTSS Partner, and Principal is created to support staff or individual needs. Junior coaches support anti-bullying and conflict resolution strategies
2-4	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 coaches for conflict resolution, student behavior plans, and family communication
2-5	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 is trained in URF and de-escalation techniques. Teachers have access to encyclopedia of classroom supports available for students with particular needs not met yet.

2-6	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 and Homeless/Foster Youth. 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 TK and k 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.
2-7	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
2-8	Teachers tutor students below grade level afterschool particularly Latino and African American students.	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
2-9	Implement practices for family engagement on home strategies to support academics and improve attendance.	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.

<b>Improvement Strategy #3:</b>	Teachers will use Small Group Instruction/Differentiation to ensure that students learning needs are addressed in order to accelerate their growth to reach proficient and above.
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
3-1	Teachers will progress monitor small group instruction by analyzing student work & informal/formal assessments	PD support-present tools and protocols for analyzing data. Use bi weekly meeting time to look over assessments or student work	Data collection and data reports for each cycle. Extended contracts for additional planning
3-2	Teachers pull regular small groups in literacy and math	Principal will define expectations for consistent implementation of small group instruction. PD to support how to bridge best practices for small group instruction in Reading, Writing, and Math to meet the needs of all students including GATE and students with disabilities. Weekly observations to support and monitor progress.	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.

3-3	Teachers select focal 5 students each cycle	PD time to think through focal 5 students, create goals for these students (3/5 have to be ELLs) and mastery criteria	Set time in beginning of cycle to create goals and time at the end to see if goals met.
3-4	Teachers will confer with students and collect this data	TSA's and/or Principal collect data on student learning-whole group, small group, individually. Feedback is given in 1-1 sessions, whole school-staff meetings/newsletter/ILT	Stip sub releases ILT members to join learning walks, debrief & analyze data collection on focal 5.
3-5	Teacher unit plans include opportunities to show mastery of subskills and ability to successfully complete performance tasks	TSA and Coaches will analyze data with school leadership team and plans PD with ILT	Academic conferences for teachers to reflect on their instruction and create differentiation plans
3-6	Stip sub, TSA, ECCTL, and ITL pull LLI groups every day to support students including Newcomers.	Provide opportunities for ITL, ECCTL, and Stip sub to attend LLI trainings and other professional development to meet to check progress and problem solve.	Set a consistent schedule for LLI/Acceleration groups including Newcomers and ELLs.
3-7	Teachers will plan lessons that accelerate student learning to meet schoolwide goals.	Principal to communicate district expectations and support teachers in aligning them with schoolwide goals to be created based on current data.	Retreat or PD time at the beginning of the year to frame school vision, collective goals, and analyze school data

<b>Improvement Strategy #4:</b>	
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#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices <i>People   Teams   Time   Resources</i>
4-1	Teachers will teach Designated and Integrated ELD daily.	Principal will define expectations for daily ELD instruction.	Pd support for effective ELD instructional practices. Learning walks conducted by the principal.
4-2	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 use instructional practices that improve instructional outcomes for ELLs.	PD and coaching support, collaboration with ELLMA.
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.
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.

## **ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES**

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

### **Transitional Students and Families Unit**

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

### **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.

PROPOSED 2017-18 BUDGET

Site Number:

125

School:

New Highland Academy

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$96,628.84	After School Education & Safety (ASES)	Higher Ground After school contract	Afterschool Program-Higher Ground tutors teach and reteach lessons as necessary aligned to our school wide expectations	A1.6: After School Programs	5825				125-1
\$2,000.00	General Purpose Discretionary	Clerical Overtime	Attendance Team and Principal will analyze attendance data and plan support plans for students with chronic absences.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2222				125-2
\$2,000.00	General Purpose Discretionary	Classified Overtime	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	A5.1: School Culture & Climate (Safe & Supportive Schools)	2425				125-3
\$24,964.29	General Purpose Discretionary	Supplies	Teachers will use F&P running records as diagnostic tools, Continuum of Literacy, writing units of study as tools for literacy instruction	A2.3: Standards-Aligned Learning Materials	4310				125-4
\$2,000.00	General Purpose Discretionary	Uniforms	School-wide expectations established and posted. Principal and PBIS Team conduct observe and lead an inquiry cycle on class expectations.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4380				125-5
\$492.74	General Purpose Discretionary	Surplus to be allocated in Fall 2017.	n/a	n/a	4399				125-6
\$5,000.00	General Purpose Discretionary	Copier Maintenance to support overall school operation.	Teachers will use F&P running records as diagnostic tools, Continuum of Literacy, writing units of study as tools for literacy instruction	A2.3: Standards-Aligned Learning Materials	5610				125-7
\$4,153.00	General Purpose Discretionary	Farmer's Market to support health and wellness	Implement practices for family engagement on home strategies to support academics, improve attendance, and promote healthy nutritional choices.	A5.2: Health and Wellness (Mental & Physical Health)	5758				125-8
\$10,000.00	General Purpose Discretionary	Contract with Experience Corp for reading intervention	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.	A3.2: Reading Intervention	5825				125-9
\$1,200.00	General Purpose Discretionary	Contract with Spark Girls	Utilize the afterschool program to provide extended learning and increased opportunities for student engagement and language development.	A2.2: Social Emotional Learning					125-10
\$7,500.49	General Purpose Discretionary	Noon supervisor	Daytime support from coaches for conflict resolution, student behavior plans, and family communication	A5.1: School Culture & Climate (Safe & Supportive Schools)		NOON SUPERVISOR	NOONSV0117	0.25	125-11



\$9,300.00	LCFF Concentration	Stipends to support instructional planning in support of ELLs	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	A2.1: Implementation of CCSS & NGSS	1120					125-12
\$161.84	LCFF Concentration	Surplus to be allocated in Fall 2017.	n/a	n/a	4399					125-13
\$8,489.00	LCFF Concentration	Higher Ground Intervention Services Daytime Support	Daytime support from coaches for conflict resolution, student behavior plans, and family communication	A2.2: Social Emotional Learning	5825					125-14
\$10,196.98	LCFF Concentration	SEL Implementation Support	Support teachers with Tier 2 and 3 support to ensure that students are in class.	A2.2: Social Emotional Learning						125-15
\$19,784.14	LCFF Concentration	Art EEIP to provide release for teachers for collaboration and planning	Teachers plan/collaborate regularly to determine best instructional practices to improve academic outcomes for all students.	A2.1: Implementation of CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0045	0.30		125-16
\$3,758.38	LCFF Supplemental	Licensing for technology programs to instructional programs	Teachers integrate technology into their classrooms using chromebooks-reading/comprehension practice, research, math fluency practice, and for publishing writing pieces	A3.1: Blended Learning	5846					125-17
\$32,945.26	LCFF Supplemental	TSA to support restorative justice and data analysis and academic programs	Classroom culture plans (5 step consequence, 5-1 positive recognition, RJ practices) will be completed before the beginning of the school year.	A5.1: School Culture & Climate (Safe & Supportive Schools)		10 MONTH CLASSROOM TSA	C10TSA0177	0.50		125-18
\$75,325.32	LCFF Supplemental	PE EEIP to provide release for teachers for collaboration and planning	Teachers plan/collaborate regularly to determine best instructional practices to improve academic outcomes for all students.	A2.1: Implementation of CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.83		125-19
\$67,780.67	LCFF Supplemental	Bilingual teacher to support ELLs	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	A4.1: English Learner Reclassification		TCHR BILINGUAL	TCHBIL0075	1.00		125-20
\$26,268.06	LCFF Supplemental	STIP to provide academic intervention support and support students	Stip sub releases ILT members to join learning walks, debrief & analyze data collection on focal 5.	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0608	0.60		125-21
\$5,000.00	Measure G: TGDS	Teacher stipends to support TGDS.	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	A2.10: Extended Time for Teachers	1120					125-22
\$820.07	Measure G: TGDS	Surplus to be allocated in Fall 2017.	n/a	n/a	4399					125-23
\$15,428.08	Measure G: TGDS	EEIP to support TGDS.	Teachers plan/collaborate regularly to determine best instructional practices to improve academic outcomes for all students.	A2.1: Implementation of CCSS & NGSS		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.17		125-24

\$500.00	Supplemental Program Investment	Teacher Extended Contracts to provide stipends and allow teachers to attend professional development	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	A2.10: Extended Time for Teachers	1120					125-25
\$12,500.00	Supplemental Program Investment	Contract with A-Net Professional Services for professional development in literacy and standards-based planning	PD structured to model and support teachers in using instructional tools to plan and assess student mastery of CCSS	A4.4: Teacher Professional Development focused on English Learners	5825					125-26
\$2,056.77	Supplemental Program Investment	Licensing for academic instructional software	Teachers integrate technology into their classrooms using chromebooks-reading/comprehension practice, research, math fluency practice, and for publishing writing pieces	A3.1: Blended Learning	5846					125-27
\$17,512.04	Supplemental Program Investment	STIP to provide academic intervention support and support students	Stip sub, TSA, ECCTL, and ITL pull LLI groups every day.	A2.1: Implementation of CCSS & NGSS		TEACHER STIP	TCSTIP0608	0.40		125-28
\$25,000.00	Title I Basic	Surplus to be allocated in Fall 2017 for Instructional Teacher Leader TL to support English Language Arts.	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	A3.2: Reading Intervention	4399					125-29
\$31,514.02	Title I Basic	Higher Ground Intervention Services	Daytime support from coaches for conflict resolution, student behavior plans, and family communication	A2.2: Social Emotional Learning	5825					125-30
\$1,892.58	Title I Parent Participation	Supplies for parent meetings and workshops	Principal will hold monthly Coffee Chats with parents to share strategies for improving attendance and academic achievement.	A6.5: Academic Parent-Teacher Communication & Workshops	4310					125-31

New Highland Academy 2016-2017 **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\_\_\_\_\_.

## School Site Council Membership Roster – Elementary

**School Name: New Highland**

**School Year: 2016-2017**

<b>Chairperson :</b> <b>Griselda McCoy</b>	<b>Vice Chairperson:</b> <b>Maria Hernandez</b>
<b>Secretary:</b> <b>Melissa Frost</b>	<b>*LCAP Parent Advisory Nominee:</b>
<b>*LCAP EL Parent Advisory Nominee:</b>	<b>*LCAP Student Nominee:</b>

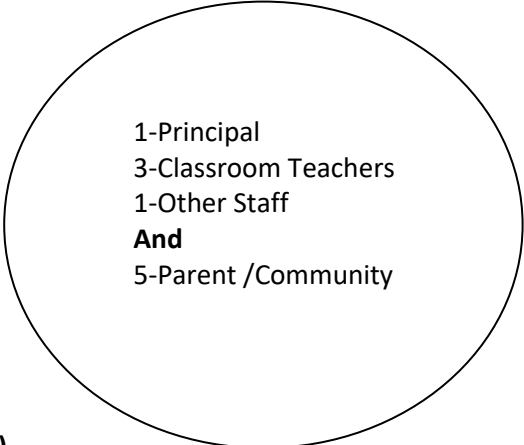
**Place "X" in Appropriate Members Column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.
Yolanda Cater	X			
Emily Blossom		X		
Melissa Frost		X		
Tracy Dordell		X		
Esperanza Buenrostro			X	
Nora Quiraga				X
Griselda McCoy				X
Maria Hernandez				X
Ophelia Blanchard				X
Noelia Sandoval				X

Meeting Schedule (day/month/time)	<b>First Monday each month @ 8:45</b>
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**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.



**(Once filled, this document can be placed on your school site's letterhead)**



**Title I School Parental Involvement Policy 2016-17**

(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 1 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.)

Meeting times and information are sent to parents, robo calls to family, and meeting information is posted.

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

SSC meeting are at times held in the morning or after school providing for more parents participation.

- 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 be involved in SSC, and parent volunteers. parents are informed thought bulleting and flayers on a regular basis.



- 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.)

Parents are informed through bulletins and flyer's on a regular bases.

- 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.)

Provided during the parent conferences, Back to School Night, parent meetings.

- 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.)

Title 1 parents are invited to all parent meeting.

### 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.)

An annual Title 1 parent meeting is provided for parents to learn about the program and how we can support their children.

- 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.)

Parents are giving information during Parent Conference. Math, Reading, and Science Night are held during the school year to give parents materials and trainings.

- 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.)

The School vision includes parents are partners in the education of their children. Teachers and staff develop strategies during professional development and meeting on how to improve communications with parents and community.





- 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.)

Activities are included in SSC.

- 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.)

Information is distributed to parents during all meetings.

- 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.)

Translation and other community support is available for all meeting.

### 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.)

Accommodations are providing for al parents including translation of information and reports.



### 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) 1/26/2017 and will be in effect for the 2016-17 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.

*Yolanda Cator*  
(Principal's Signature)

1/26/17  
(Date)