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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Highland Community School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 School Plan for Student Achievement (SPSA) for Highland Community School.

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

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

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

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

**Attachment(s)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Highland Community School



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

## 2026-27 School Plan for Student Achievement (SPSA)

**School:** Highland Community School  
**CDS Code:** 1612596001903  
**Principal:** Samantha Keller  
**Date of this revision:** 4/23/26

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

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

<b>Contact:</b> Samantha Keller	<b>Position:</b> Principal
<b>Address:</b> 8521 A Street Oakland, CA 94621	<b>Telephone:</b> 510-729-7723 <b>Email:</b> <a href="mailto:samantha.keller@ousd.org">samantha.keller@ousd.org</a>

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/23/2026  
*The District Governing Board approved this revision of the SPSA on:* 6/24/2026

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

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

**School Site:** Highland Community School      **Site Number:** 125

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

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

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

**Date(s) plan was approved:** 4/23/2026

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

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

**Signatures:**

<p>Samantha Keller _____ <i>Principal</i></p>	<p><i>Samantha Keller</i> _____ Signature</p>	<p>4/23/2026 _____ Date</p>
<p>Talib Zaboar-Coffield _____ <i>SSC Chairperson</i></p>	<p><i>Talib Zaboar Coffield</i> _____ Signature</p>	<p>4/23/26 _____ Date</p>
<p>_____ <i>SELLS Representative (optional)</i></p>	<p>_____ Signature</p>	<p>_____ Date</p>
<p>Monica Thomas _____ <i>Network Superintendent</i></p>	<p><i>Monica Thomas</i> _____ Signature</p>	<p>04/24/2026 _____ Date</p>
<p>Lisa Spielman _____ <i>Director, Strategic Resource Planning</i></p>	<p><i>Lisa Spielman</i> _____ Signature</p>	<p>4/24/26 _____ Date</p>

## 2026-27 SPSA ENGAGEMENT TIMELINE

**School Site:** Highland Community School

**Site Number:**

125

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
11/13/2025	SSC	Reflected on progress and challenges
12/11/2025	SSC & SELLS	Discussed proposed expenditures and priorities, Reflected on instructional practices and supports
1/26/2026	Faculty	Discussed proposed expenditures and priorities, Reflected on progress and challenges, Reviewed data and
2/17/2026	Admin Team	Facilitated group feedback on SPSA sections, Collected input for next year's SPSA draft
3/26/2026	SSC & SELLS	Conducted mid-year or final SPSA review
4/23/2026	SSC & SELLS	

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

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

### **Early Literacy Program**

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

### **Summer Learning Program**

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

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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

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

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

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$250,320
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$927,765

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program Resource 3010	\$245,850
Title I Parent & Family Engagement Resource 3010	\$4,470
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$250,320</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$927,765</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$44,400
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$134,218
Community Schools Grant (CCSPP) Resource 6332	\$218,750
Proposition 28 (Arts & Music in Schools) Resource 6770	\$130,077
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$677,445</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Highland Community School</b>		<b>School ID: 125</b>
<b>CDS Code: 1612596001903</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**School Mission and Vision**

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

We will do this by:

Delivering engaging lessons that promote high levels of academic discourse.

Developing proficient readers and writers who can cite evidence to support their thinking.

Teaching language strategies that promote the development of academic language for all students

Encouraging student ownership of their learning through academic and SEL goal setting.

Supporting a safe, caring community where all members are valued and find joy in teaching and learning from one another.

The Highland Way:

Help others: show empathy, work together

Include everyone: show and receive respect, resolve conflict and move on, put yourself in someone else’s shoes, honor cultures, languages, and experiences

Grow: strive to learn more every day, work toward your goals and don’t give up, be confident and look for the good in situations

Handle our business: be responsible for your behaviors and emotions, learn routines and follow The Highland Way, look for creative ways to solve problems for yourself

Learn: read at your grade level, do grade level math, use evidence to support your ideas during discussions and in writing

Advocate: use your voice to ask for what you need, communicate effectively and respectfully, think for yourself and make good decisions

Notice: be curious and ask questions to keep learning, notice your surroundings

Dream: celebrate your culture and language, make your family, friends, and school community proud, try new things

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

Funding is distributed equitably.

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.8%	16.0%	78.1%	0.2%	0.0%	12.3%	99.3%	56.2%	1.5%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.2%	1.1%	1.3%	0.0%	0.7%	0.9%	99.3%	17.7%	87.6%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<b>Identified School Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	33.3%	21.4%	18.5%	50%	70%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	31.0%	15.3%	31.3%	46%	70%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	40.3%	41.8%	43.6%	55%	95%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	-115.0	-114.9	-112.5	-100.00	-100.0
SBAC ELA Participation	All Students	100.0%	97.0%	100.0%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	34.8%	42.9%	60.4%	52.8%	65.0%

<b>Mathematics/Science Measures &amp; Targets</b>						
<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-136.7	-130.8	-114.3	-100.0	-100.0
SBAC Math Participation	All Students	88.9%	88.9%	99.5%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.8%	4.5%	6.0%	20.0%	20.0%
California Science Test (CAST) Participation	All Students	100.0%	100.0%	100.0%	95.0%	95.0%

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

<b>School Goal:</b>	By May of 2027 <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>
<b>Identified School Need:</b>	<ul style="list-style-type: none"> <li>- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment</li> <li>- D-ELD in daily schedules for all ELLs</li> <li>- IEPs completed on time</li> <li>- Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly</li> </ul>

**Academic Measures & Targets for Focal Student Groups**

<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-180.2	-144.9	-159.8	-100.0	-100.0
SBAC ELA Distance from Standard Met	African American Students	-128.5	-153.3	-118.5	-100.0	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	77.8%	61.5%	76.0%	70.4%	70.0%
SBAC Math Distance from Standard Met	Special Education Students	-213.1	-170.2	-153.0	-100.0	-100.0

SBAC Math Distance from Standard Met	African American Students	-155.8	-154.0	-113.5	-100.0	-100.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">ELL Progress Data</a></i>						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	5.7%	7.3%	9.6%	15.0%	17.0%
LTEL Reclassification	Long-Term English Learners	20.0%	66.7%	14.3%	30.0%	35.0%

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified School Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Student Connectedness to School	All Students	n/a	66.7%	73.5%	85.0%	85.0%
Out-of-School Suspensions	All Students	0.8%	1.1%	0.2%	0.0%	0.0%
Out-of-School Suspensions	African American Students	2.1%	3.0%	1.3%	0.0%	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.5%	1.5%	0.0%	0.0%
Chronic Absenteeism	All Students	75.6%	36.7%	30.5%	40.0%	30.0%
Chronic Absenteeism	African American Students	72.0%	52.4%	53.5%	40.0%	30.0%

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

**School Goal:** By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

**Identified School Need:** Specifically:  
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.  
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.  
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	70.4%	65.7%	66.8%	85.0%	85.0%

**1C: STRENGTHS & CHALLENGES**

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	-8% increase of kindergardners at or above benchmark on MOY iReady Reading -12% increase of 1st graders at or above benchmark on MOY iReady Reading -90% of 2nd graders are making average or better growth as measured by MOY DIBELS benchmark -66% of 1st graders are making average or better growth as measured by MOY DIBELS benchmark -50% of kinders are making average or better growth as measured by MOY DIBELS benchmark -Increase of 6% of the students on grade level in iReady Reading from BOY to MOY -Decrease of 19% of the students multiple years below grade level in iReady Reading from BOY to MOY

<p><i>LCAP Goal 2:</i></p>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p><b>MOY 24-25 to MOY 25-26</b></p> <ul style="list-style-type: none"> <li>- 2% increase of Black/AA students at or above benchmark on MOY iReady Reading</li> <li>- 3% increase of ELLs at or above benchmark on MOY iReady Reading</li> <li>- 1% increase of students with IEPs at or above benchmark on MOY iReady Reading</li> <li>- 3% decrease of Black/AA students at or above benchmark on MOY iReady Math</li> <li>- 3% increase of ELLs at or above benchmark on MOY iReady Math</li> <li>- 5% increase of students with IEPs at or above the benchmark on MOY iReady Math</li> </ul>
<p><i>LCAP Goal 3:</i></p>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<ul style="list-style-type: none"> <li>-positive daily attendance up by 1%</li> <li>-chronic absenteeism down by 5%</li> <li>-0 suspensions</li> </ul>
<p><i>LCAP Goal 4:</i></p>	<p>By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>In 2025-26, 15 of our teachers are fully credentialed.</p> <p>New teachers have been matched with onsite coaches who connect them to resources, provide PD opportunities, incorporate individual goals into PLC agendas, model instruction, provide coaching and feedback, and support with tasks to continue on the path toward becoming credentialed.</p> <p>New teachers regularly attend the monthly new teacher PD series facilitated by OUSD's NTSD team.</p> <p>Evidence of this progress can be seen in PLC agendas, calendar invites, and correspondence such as emails.</p>

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>	<ul style="list-style-type: none"> <li>-2% increase of 2nd graders at or above benchmark on MOY iReady Reading</li> <li>-9% decrease of students below and well below the benchmark on MOY iReady Reading</li> <li>-Field trips will support students in accessing experiences that they would not have the opportunity to engage in otherwise, which will support building their content knowledge to promote learning engagement.</li> </ul>
<i>LCAP Goal 2:</i>	<p>By May of 2027</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Midyear 25-26</p> <ul style="list-style-type: none"> <li>-39.3% of Black/AA students are 2 or more grade levels below grade level on iReady Reading</li> <li>-46.4% of Black/AA students are 2 or more grade levels below grade level on iReady Math</li> <li>-70.6% of students with IEPs are 2 or more grade levels below grade level on iReady Reading</li> <li>-70.6% of students with IEPs are 2 or more grade levels below grade level on iReady Math</li> <li>-56.3% of ELLs are 2 or more grade levels below grade level on iReady Reading</li> <li>-51.4% of ELLs are 2 or more grade levels below grade level on iReady Math</li> </ul>
<i>LCAP Goal 3:</i>	<ol style="list-style-type: none"> <li>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</li> <li>2. An annual suspension rate below 2%</li> </ol>	<ul style="list-style-type: none"> <li>-fewer than 50% of all students have satisfactory attendance</li> </ul>

<i>LCAP Goal 4:</i>	By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.	-100% of our new teachers attended BOY new teacher PD series -100% of new teachers regularly attend new teacher PD series throughout the year
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## 2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Highland Community School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

LCAP Goals 1 & 2: All students have shared high quality work with families through performance tasks and celebrations of learnings. Data reflects higher rates of mastery test completion and higher rates of mastery tests passed (however rates of students at the target lesson have not accelerated), teachers have backwards planned all modules before instruction begins. ALL Block is implemented in all 3rd-5th grade classrooms and is supported through coaching, observation, and feedback. PLC structure allows for weekly collaborative lesson planning and analyzing student data.

LCAP Goal 3: In January 2026, the teacher read-rate of students' Sown-to-Grow weekly check ins was 63%. Strong attendance team strategies, case management, and communication with families have led to an increase in positive daily attendance and a decrease in chronic absenteeism. Our bell schedule reflects the need for increased communication with families regarding academic progress as there are 3 additional minimum days for teachers to complete mid-trimester progress reports. Each month, the leadership team offers workshops for families and is responsive to changes in current policy which has led to additional family meetings.

LCAP Goal 4: All teachers receive 2 PLCs each week, one facilitated by a TSA and one that is teacher-directed. During facilitated PLCs, student goals are monitored, teachers collaboratively plan instruction and discuss the implementation of instructional strategies. The admin team has identified teachers/teams of teachers who need differentiated levels of support and have adjusted the coaching schedules so that extended time can be spent coaching those teachers/teams through weekly collaborative planning.

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

LCAP Goals 1 & 2: Consistent implementation of UFLI and progress monitoring with DIBELS has accelerated student foundational skills acquisition. We have had a 7% decrease of students below/well below benchmark and a 7% increase of students at/above benchmark from BOY to MOY 2025-26. Teachers are mostly on pace in literacy and math which allows students increased access to grade level standards. ALL Block is being implemented across all 3rd-5th grade classrooms.

LCAP Goal 3: Student responses in Sown to Grow have allowed our MTSS team to follow up with individual students and connect them to available resources as needed.

LCAP Goal 4: Strong PLCs are leading to more effective planning, better lesson pacing, and using data to identify next steps.

Describe any **changes** that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

n/a

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<p><b>Title I Expenditure</b> (describe expenditure in column a)</p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> (e.g., what does this person or program do?)</p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Provide extended contracts for classified staff to translate during parent engagement activities/meetings</p>	<p>Student Connectedness to School</p>	<p>Provides translation services during parent activities and meetings so families can engage in school activities</p>	<p>We scheduled 10 family engagement meetings during the workday to increase accessibility for families. Translation services were provided at 100% of meetings, utilizing both district translators and an online translation platform. Additionally, 100% of the staff members have access to the online translation service, allowing for real-time communication with families and supporting increased family participation and engagement.</p>	<p>Discontinue - we will use district and online translation services for family engagement meetings</p>
<p>Supplies for parent / family meetings</p>	<p>Student Connectedness to School</p>	<p>n/a</p>	<p>n/a</p>	<p>Discontinue</p>
<p>Provide meeting refreshments for parent meetings</p>	<p>College/Career Readiness</p>	<p>Refreshments encourages parent participation or attendance at parent meetings or activities</p>	<p>Not an effective expenditure due to the process and timelines for use of restrictive funds</p>	<p>Discontinue - taking volunteers to bring refreshments works better for us</p>

TSA to provide reading intervention	i-Ready Reading at or above Mid-Grade	<p>Coordinates intervention services for at-risk students.</p> <p>Monitors student progress toward their accelerated goals.</p> <p>Leads Professional Learning around backwards planning for new units with teachers.</p> <p>Observes the PLC collaboration groups to progress monitor successes and challenges of backwards planning.</p>	<p>For the 2024-25 school year, 70% of 5th graders received reading intervention.</p> <p>For the 2025-26 school year, 25% of 5th graders are receiving reading intervention.</p>	Continue - we will continue having our TSA provide reading intervention
funding .4 bilingual attendance specialist to increase total FTE to 1.0	Chronic Absenteeism	By funding a full-time bilingual attendance specialist, we will continue to improve daily attendance and reduce chronic absenteeism	<p>Increase in satisfactory attendance from 91.85% EOY 2024-25 to 92.08% MOY 2025-26</p> <p>Decrease in chronic absenteeism from 36.7% EOY 2023-24 to 30.5% EOY 2024-25</p>	Continue - continue in order to support students and families with attendance
field trips - busses and/or transportation fees (BART, etc).	Student Connectedness to School	Provide students with access to a variety of academic experiences both in and out of the classroom	100% of field trips provide enrichment opportunities aligned to grade level standards and literacy themes to support student in becoming experts on these topics. The additional schema gained from field trips enhances the quality of student work produced. 100% of K-5 students have produced high quality work which has been shared publicly during celebrations of learning.	Continue - we will continue to provide enrichment opportunities for all students

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

<b>School:</b> Highland Community School	<b>SCHOOL ID:</b> 125
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**3: SCHOOL STRATEGIES & ACTIVITIES** [Click here for guidance on SPSA practices](#)

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

<b>School Goal:</b>	By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
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<b>Identified Need:</b>	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Teachers will use conversation cues, discussion protocols, and sentence frames to engage students in academic discourse throughout the day	All Students	Academic	Tier 1 - Universal
1-2	Backwards planning, student data analysis, lesson planning for academic instruction	All Students	Academic	Tier 1 - Universal
1-3	Implement differentiated small group instruction via ALL Block (3-5) and SIPPS.	All Students	Academic	Tier 2 - Supplemental
1-4	Daily foundational skills are taught every day in K-2 classrooms.	All Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>	By May of 2027 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<b>Identified Need:</b>	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
2-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
2-3	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning.	All Students	Academic	Tier 1 - Universal
2-4	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards accelerated goals.	Students performing below grade level	Academic	Tier 2 - Supplemental
2-5	Support and monitor the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal
2-6	ILT will analyze student assessment data to monitor the progress of Black students and English Language Learners, and to adjust instructional practices as needed	Black students, ELLs	Academic	Tier 2 - Supplemental
2-7	Establish systems and structures for the SPED team to: -calendar IEP assessments and meetings -be in regular communication about the progress of individual cases -fulfill the service minutes for each student -communicate with gen ed teachers about IEP goals -complete IEPs on time	Students with IEPs	Academic, Behavioral, SEL/mental health	Tier 3 - Intensified

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

<b>School Goal:</b>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
<b>Identified Need:</b>	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Use daily Caring School Community lessons and weekly Sown to Grow data to develop meaningful relationships by following up with students needing support.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	All Students	Academic	Tier 1 - Universal
3-3	Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	All Students	Behavioral	Tier 1 - Universal
3-4	School Connectedness: Provide monthly communication to families about students' academic progress toward their goals. Leaders will host monthly parent meetings that empower families to best support their child and better partner with teachers and school staff around academic achievement.	All Students	Academic	Tier 1 - Universal
3-5	Provide Lincoln Mental Services/School Counselor to support students and families socially, emotionally, and behaviorally.	All Students	Behavioral	Tier 3 - Intensified

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

**School Goal:** By May 2027, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.

**Identified Need:** Specifically:  
 - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach.  
 - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management.  
 - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Provide an additional PLC during the school day for teachers collaboration.	All Students	Academic	Tier 1 - Universal
4-2	Professional Development: engage in cycles of inquiry by implementing instructional strategies, monitor student goals, and refine instruction as needed	All Students	Academic	Tier 1 - Universal
4-3	PLCs: center PLCs on focal standards that are assessed and monitored weekly so instruction is targeted and results in improved student outcomes	All Students	Academic	Tier 1 - Universal
4-4	Coaching: follow the ILP structure to set individual teacher goals aligned to student goals	All Students	Academic	Tier 1 - Universal
4-5	Identify a leader on site (TSA) whose role it will be to support new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and support new teachers throughout the year.	All Students	SEL / Mental Health	Tier 1 - Universal

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<b>CONDITIONS FOR BLACK STUDENTS</b>				
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
5-1	Provide professional development for staff related to anti-racism and implicit bias so that teachers can evaluate their internal bias and how it contributes to disproportionality their classroom settings.	African American	Academic	Tier 1 - Universal
5-2	Provide regular collaboration time for staff to learn about implicit bias and use culturally responsive strategies during instruction. Teachers are knowledgeable of the opportunity gap and have high expectations for students of color.	African American	Academic	Tier 1 - Universal
5-3	Provide professional development on high leverage teaching strategies. Teachers ensure African American students are engaging with grappling text/task and are deepening their understanding of the skills identified in the learning target.	African American	Academic	Tier 1 - Universal
5-4	Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled, Teachers will build strong relationships with families through ongoing 2-way communication and contact.	African American	SEL / Mental Health	Tier 1 - Universal

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<i>ELL Progress Data</i>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
6-1	PD around best practices for language learners (GLAD, D-ELD, I-ELD)	English Learner Students	Academic	Tier 1 - Universal
6-2	Strong routines for language supports (ie. environmental print, language frames, anchor charts, word walls)	English Learner Students	Academic	Tier 1 - Universal
6-3	Small group language support for newcomers given by Newcomer Teacher Leader.	English Learner Students	SEL / Mental Health	Tier 2 - Supplemental
6-4	Daily D-ELD instruction and integrated strategies across the content areas.	English Learner Students	Academic	Tier 1 - Universal

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number: 125**

**School: Highland Community School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
<p>contract with a lead agency (EBAC) that provides after school care</p> <p>by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours</p> <p>students and families will benefit</p>	\$134,218	After School Education & Safety (ASES)	5100	Subagreements For Services			0.00			Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	125-1
<p>1.0 FTE art teacher</p> <p>by providing additional art instruction for students, we are able to provide additional release time for teachers to collaborate; collective teacher efficacy will lead to increased student outcomes</p> <p>students and classroom teachers will benefit</p>	\$79,086	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	8416	Teacher Education Enhancement	1.00			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	125-2
<p>0.1 FTE dance teacher</p> <p>by providing additional dance instruction for students, we are able to provide additional release time for teachers to collaborate; collective teacher efficacy will lead to increased student outcomes</p> <p>students and classroom teachers will benefit</p>	\$15,906	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10056	Teacher Education Enhancement	0.10			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	125-3
<p>will purchase adequate supplies and materials are required in order to provide art instruction</p> <p>teacher collaboration occurs while students receive art instruction; enrichment materials and supplies are necessary to provide art instruction to students</p> <p>students and teachers will benefit</p>	\$204	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	125-4

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
<p>will purchase adequate supplies and materials are required in order to provide art instruction</p> <p>teacher collaboration occurs while students receive art instruction; enrichment materials and supplies are necessary to provide art instruction to students</p> <p>students and teachers will benefit</p>	\$34,880	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies			0.00			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	125-5
<p>1.0 school counselor</p> <p>a full-time counselor will provide behavioral, social emotional, and mental health student services in order to support the whole child</p> <p>students, staff, and families will benefit</p>	\$118,704	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9978	Counselor	1.00			School Connectedness: Provide monthly communication to families about students' academic progress toward their goals. Leaders will host monthly parent meetings that empower families to best support their child and better partner with teachers and school staff around academic achievement.	125-6
<p>0.25 FTE Community Schools Manager (CSM) to increase total FTE to 1.0</p> <p>by funding a full-time CSM, we will be able to connect students and families to resources that help support basic needs</p> <p>students, staff, and families will benefit</p>	\$43,937	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7798	Program Mgr Community School	0.25			Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-7
<p>0.1 noon supervisor</p> <p>providing increased noon supervision will support student safety during recess time</p> <p>students, teachers, and staff will benefit</p>	\$4,515	California Community Schools Partnership Program	2905	Other Classified Salaries	3095	Noon Supervisor	0.10			Use daily Caring School Community lessons and weekly Sown to Grow data to develop meaningful relationships by following up with students needing support.	125-8
<p>will purchase supplies for student and family incentives</p> <p>by using incentives to promote positive student attendance and maintaining a platform where students can redeem school currency, we will create a positive and joyful school culture</p> <p>students, teachers and staff will benefit</p>	\$1,594	California Community Schools Partnership Program	4310	School Office Supplies			0.00			Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-9

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number: 125**

**School: Highland Community School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
0.2 noon supervisor providing increased noon supervision will support student safety during recess time students, teachers, and staff will benefit	\$9,031	California Community Schools Partnership Program Carryover	2905	Other Classified Salaries	3095	Noon Supervisor	0.20			Use daily Caring School Community lessons and weekly Sown to Grow data to develop meaningful relationships by following up with students needing support.	125-10
contract with a community organization that provides organized recess support (ie. Ball For Life Oakland, Playworks, etc.) by providing support during recess and throughout the day, this contract will support social emotional learning and belonging through relationships, sport and play during morning and afternoon recesses students, staff, and families will benefit	\$40,969	California Community Schools Partnership Program Carryover	5825	Consultants			0.00			Use daily Caring School Community lessons and weekly Sown to Grow data to develop meaningful relationships by following up with students needing support.	125-11
contract with a lead agency (EBAC) that provides after school care by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours students and families will benefit	\$150,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	125-12
extended contracts for teachers providing extended contracts will allow teachers to be compensated for work outside of contract hours students and teachers will benefit	\$24,400	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Backwards planning, student data analysis, lesson planning for academic instruction	125-13

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
<p>contract with a community organization that provides organized recess support (ie. Ball For Life Oakland, Playworks, etc.)</p> <p>by providing support during recess and throughout the day, this contract will support social emotional learning and belonging through relationships, sport and play during morning and afternoon recesses</p> <p>students, staff, and families will benefit</p>	\$20,000	LCFF Supplemental	5825	Consultants			0.00			Use daily Caring School Community lessons and weekly Sown to Grow data to develop meaningful relationships by following up with students needing support.	125-14
<p>1.0 TSA</p> <p>TSA will be able to coordinate and lead tiered reading intervention and acceleration; provide new teachers with onsite coaching</p> <p>students, staff, and families will benefit</p>	\$126,548	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10654	TSA 11Mon 12Pay	1.00			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards accelerated goals.	125-15
<p>funding .35 FTE Community Schools Manager (CSM) to increase total FTE to 1.0</p> <p>by funding a full-time CSM, we will be able to connect students and families to resources that help support basic needs</p> <p>students, staff, and families will benefit</p>	\$61,512	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7798	Program Mgr Community School	0.35			Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-16
<p>funding .40 FTE Community Schools Manager (CSM) to increase total FTE to 1.0</p> <p>by funding a full-time CSM, we will be able to connect students and families to resources that help support basic needs</p> <p>students, staff, and families will benefit</p>	\$70,299	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7798	Program Mgr Community School	0.40			Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-17
<p>.3 FTE TSA</p> <p>provide students with reading intervention and acceleration, and new teachers with onsite coaching</p> <p>students, staff, and families will benefit</p>	\$49,289	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10182	TSA 10Pay	0.30			Backwards planning, student data analysis, lesson planning for academic instruction	125-18

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number: 125**

**School: Highland Community School**

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
.5 FTE TSA provide students with reading intervention and acceleration, and new teachers with onsite coaching students, staff, and families will benefit	\$52,717	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10653	TSA 11Mon 12Pay	0.50			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	125-19
will purchase adequate texts, supplies, and materials required to support literacy instruction students and teachers will benefit	\$3,598	Literacy Coaches & Reading Specialists Grant	4310	School Office Supplies			0.00			Support and monitor the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	125-20
this expenditure will pay for the interprogram supports and costs adequate supports are necessary to provide literacy instruction to students students and teachers will benefit	\$6,896	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs			0.00			Support and monitor the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	125-21
full time TK tutor provides targeted early literacy support, helps students build foundational skills in phonemic awareness, letter-sound recognition, and early decoding this early support accelerates learning, reduces future gaps, and strengthens long-term reading outcomes students, families, and teachers will benefit	\$37,902	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	3841	Early Literacy Reading Tutor	0.80			Daily foundational skills are taught every day in K-2 classrooms.	125-22
.1 FTE EEIP teacher, increasing total FTE to 1.0 by providing additional physical education instruction for students, we are able to provide additional release time for teachers to collaborate; collective teacher efficacy will lead to increased student outcomes students and classroom teachers will benefit	\$143,151	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	0076	Teacher Education Enhancement	0.90			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	125-23

**PROPOSED 2026-27 SCHOOL SITE BUDGET**

**Site Number: 125**

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
.8 Library Technician will manage and maintain an organized, accessible library environment; oversee circulation and inventory of materials; and provide support to students and staff in accessing resources  students, families, and teachers will benefit	\$96,207	Measure G, Library Support	2205	Classified Support Salaries	7468	Library Technician	0.80			Implement differentiated small group instruction via ALL Block (3-5) and SIPPS.	125-24
.9 FTE EEIP teacher, increasing total FTE to 1.0  by providing additional art instruction for students, we are able to provide additional release time for teachers to collaborate; collective teacher efficacy will lead to increased student outcomes  students and classroom teachers will benefit	\$143,155	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10056	Teacher Education Enhancement	0.90			Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	125-25
professional development for school staff and parents on family engagement strategies	\$4,470	Title I, Part A Parent & Family Engagement	5825	Consultants			0.00		Student Connectedness to School	School Connectedness: Provide monthly communication to families about students' academic progress toward their goals. Leaders will host monthly parent meetings that empower families to best support their child and better partner with teachers and school staff around academic achievement.	125-26
.1 FTE EEIP teacher, increasing total FTE to 1.0  by providing additional physical education instruction for students, we are able to provide additional release time for teachers to collaborate; collective teacher efficacy will lead to increased student outcomes  students and classroom teachers will benefit	\$15,906	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	0076	Teacher Education Enhancement	0.10		i-Ready Reading at or above Mid-Grade	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	125-27
funding .7 FTE TSA to increase total FTE to 1.0  by funding a full-time TSA, we will be able to provide students with reading intervention and acceleration, and new teachers with onsite coaching  students, staff, and families will benefit	\$115,007	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10182	TSA 10Pay	0.70		i-Ready Reading at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards accelerated goals.	125-28





## **Title I, Part A School Parent and Family Engagement Policy**

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

### **Highland Community School**

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

#### **OUSD FAMILY ENGAGEMENT STANDARD 1: Parent/Caregiver Education Program**

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

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

- Back-to-School Night, monthly "Coffee with the Principal," holding report card conferences

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

- report card conferences, monthly SSC meetings, parent workshops

#### **OUSD FAMILY ENGAGEMENT STANDARD 2: Communication with Parents and Caregivers**

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

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

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

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

- Monthly SSC meetings

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

- Newsletters/calendars, parent conferences, family events

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

- Newsletters/calendars, flyers, Parent Square communications

### **OUSD FAMILY ENGAGEMENT STANDARD 3: Parent Volunteering Program**

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

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

- Supporting Families with volunteer requirements

### **OUSD FAMILY ENGAGEMENT STANDARD 4: Learning at Home**

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

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

- Family workshops

### **OUSD FAMILY ENGAGEMENT STANDARD 5: Shared Power and Decision Making**

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

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

- Monthly SSC meetings

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

- Holding meetings at a time parents can attend and making adjustments based on parent feedback

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

- Reviewing school priorities and student data at SSC meetings

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

- Providing translated documents

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

- Communicating monthly with parents

### **OUSD FAMILY ENGAGEMENT STANDARD 6: Community Collaboration and Resources**

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

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


- Encouraging families to be a part of the decision making process

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the School Plan for Student Achievement (SPSA) to the Strategic Resource Planning Office.

### **ADOPTION**

This policy was jointly developed and adopted by Highland Community School on August 28, 2023 and will be in effect for the period August 11, 2025 through May 28, 2026

The school will distribute this policy to all parents on or before September 30, of the current school year.

Samantha Keller		August 28, 2025
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

Please link the [School-Parent Compact](#) to this document.



## Política escolar del Título I, Parte A, sobre la participación de padres y familias

*Todas las escuelas de Título I desarrollarán conjuntamente una política escrita de participación de padres y familias con aportes y distribución de todos los padres y miembros de la familia. Esta política describe los medios para llevar a cabo los requisitos designados de participación de padres y familiares del Título I, Parte A*

### Highland Community School

acuerda implementar las siguientes prácticas de participación, de acuerdo con los Estándares del Distrito Escolar Unificado de Oakland para una participación familiar significativa:

#### **OUSD Estándar de participación familiar 1: Programa de educación para padres / cuidadores**

*Las familias reciben apoyo con habilidades de crianza de los hijos, comprensión del desarrollo del niño y el adolescente y establecimiento de condiciones en el hogar que apoyan a los niños como estudiantes en cada edad y nivel de grado.*

La escuela brinda asistencia a los padres para comprender los estándares de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el logro de sus hijos mediante:

- Noche de regreso a la escuela, "Café con el director" mensual, celebración de conferencias de boletas de calificaciones

La escuela brinda asistencia a los padres para comprender los parámetros de contenido académico del estado, las evaluaciones y cómo monitorear y mejorar el logro de sus hijos mediante:

- conferencias de boletas de calificaciones, reuniones mensuales del SSC, talleres para padres

#### **OUSD Estándar de participación familiar 2: Comunicación con padres y cuidadores**

*Las familias y el personal escolar participan en una comunicación regular, bidireccional y significativa sobre el aprendizaje de los estudiantes.*

La escuela se comunica a las familias sobre la Política de participación de los padres y la familia de la escuela mediante:

- Convocar una reunión anual, en un momento conveniente, a la que todos los padres serán invitados y alentados a asistir, para informar a los padres de la participación de su

escuela en el Título I, Parte A y para explicar los requisitos del programa y el derecho de los padres a participar.

La escuela se comunica a las familias sobre los programas Título I, Parte A de la escuela mediante:

- Reuniones mensuales del SSC

La escuela se comunica a las familias sobre el plan de estudios utilizado en la escuela, las evaluaciones utilizadas para medir el progreso del alumno y los niveles de competencia que se espera que los alumnos cumplan:

- Boletines/calendarios, conferencias para padres, eventos familiares

La escuela distribuye información relacionada con los programas escolares y de padres, reuniones, informes escolares y otras actividades a los padres en un formato y lenguaje que los padres entienden por:

- Boletines/calendarios, volantes, comunicaciones de Parent Square

### **OUSD Estándar de participación familiar 3: Programa de voluntariado para padres**

*Las familias participan activamente como voluntarios y audiencias en la escuela o en otros lugares para apoyar a los estudiantes y los programas escolares.*

La escuela ofrece oportunidades para que las familias participen como voluntarios en las aulas y otras actividades escolares al:

- Apoyando a las familias con requisitos de voluntariado

### **OUSD Estándar de participación familiar 4: Aprendizaje en casa**

*Las familias participan con sus hijos en actividades de aprendizaje en el hogar, incluidas tareas y otras actividades y decisiones relacionadas con el plan de estudios.*

La escuela proporciona a los padres materiales y capacitación para ayudarlos a trabajar con sus hijos para mejorar el rendimiento de sus hijos al:

- talleres familiares

### **OUSD Estándar de participación familiar 5: Poder y decisiones compartidas**

*Las familias y el personal de la escuela son socios en las decisiones que afectan a los niños y las familias, y juntos informan, influyen y crean políticas, prácticas y programas.*

Con la asistencia de los padres, la escuela educa a los miembros del personal sobre el valor de las contribuciones de los padres y sobre cómo trabajar con los padres como socios mediante:

- Reuniones mensuales del SSC

La escuela ofrece oportunidades para reuniones regulares con un horario flexible que permite a los padres participar en las decisiones relacionadas con la educación de sus hijos al:

- Llevar a cabo reuniones en un momento en que los padres puedan asistir y hacer ajustes en función de los comentarios de los padres

La escuela involucra a los padres de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas Título I, Parte A de la escuela y la Política de participación de padres y familias de la escuela mediante:

- Revisar las prioridades escolares y los datos de los estudiantes en las reuniones del SSC

La escuela ofrece oportunidades para la participación de todos los padres, incluidos los padres con dominio limitado del inglés, los padres con discapacidades y los padres de estudiantes migratorios, mediante:

- Proporcionar documentos traducidos

La escuela brinda apoyo para las actividades de participación de padres y familias solicitadas por los padres:

- Comunicarse mensualmente con los padres

**OUSD Estándar de participación familiar 6: Colaboración y recursos de la comunidad**

*Coordinar recursos y servicios para familias, estudiantes y la escuela con empresas, agencias y otros grupos, y brindar servicios a la comunidad.*

La escuela coordina e integra el programa de participación de padres y familias del Título I, Parte A con otros programas y actividades, como los centros de recursos para padres, para alentar y apoyar a los padres a participar más plenamente en la educación de sus hijos mediante:

- Animar a las familias a ser parte del proceso de toma de decisiones.

**Adopción**

Esta política fue adoptada por el Consejo Escolar de Highland Community School el 28 de agosto de 2025 y estará vigente durante el período del 11 de agosto de 2025 al 28 de mayo de 2026.

**La escuela distribuirá esta política a todos los padres el 1 de septiembre de 2023 o antes.**

Samantha Keller  
Name of Principal



Signature of Principal

August 28, 2025  
Date

*Adjunte el Pacto entre la escuela y los padres a este documento.*



## **School-Parent Compact**

### **Highland Community School**

### **2025-2026**

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

*This School-Parent Compact is in effect for the 2025-2026 school year.*

#### **School Responsibilities**

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

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

Curriculum and instruction is designed to allow students to master grade-level standards. Pre and post assessments are administered to monitor student progress.

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

Parent-teacher conferences are held at each trimester and/or as needed.

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

Report cards align to grade level standards and are sent home every trimester.

- 4) Provide parents reasonable access to staff.**

Staff attend parent engagement functions and are available to meet with parents by request.

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

Parents are encouraged to volunteer; parent communication is sent home in multiple languages.

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

Classroom teachers and the school send home weekly and/or monthly newsletters/calendars that highlight learning goals and activities parents can do with students to ensure academic success.

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

Monthly staff meetings, weekly staff professional learning and professional learning communities, and one on one meetings provide opportunities for professional development on family communication and collaboration best practices.

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

School utilizes multiple systems to communicate with families including Parent Square, google classroom, newsletters, flyers, and calendars with translation available.

**Teacher Responsibilities**

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

**Parent Responsibilities**


As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Ensure my child attends school every day.
- Contact the school if I need support.

This Compact was jointly developed and adopted by Highland Community School on August 28, 2025, and will be in effect for the period of August 11, 2025 to May 28, 2026.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 15, 2024.

Samantha Keller  
Name of Principal



Signature of Principal

August 28, 2025  
Date

Please link the [Parent and Family Engagement Policy](#) to this document.



## **Pacto entre la escuela y los padres Highland Community School 2025-2026**

*Este Pacto entre la escuela y los padres se ha desarrollado conjuntamente con los padres y los miembros de la familia y describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y los medios por los cuales la escuela y los padres construirán y desarrollarán asociación para ayudar a los niños a alcanzar los altos estándares académicos del estado de California.*

*Este Pacto entre la escuela y los padres está vigente para el año escolar 2025-26.*

### **Responsabilidades de la escuela**

La escuela acuerda llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- 1) Proporcionar currículo e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que permita a los estudiantes atendidos bajo el Título I, Parte A, cumplir con los exigentes estándares académicos del Estado de California.**

El plan de estudios y la instrucción están diseñados para permitir que los estudiantes dominen los estándares de nivel de grado. Se administran evaluaciones previas y posteriores para monitorear el progreso de los estudiantes.

- 2) Organizar conferencias de padres y maestros durante las cuales se discutirá este acuerdo en relación con el logro individual del niño.**

Las conferencias de padres y maestros se llevan a cabo cada trimestre y/o según sea necesario.

- 3) Proporcionar a los padres informes frecuentes sobre el progreso y la asistencia de sus hijos para comprender los estándares de contenido académico del estado, las evaluaciones y cómo supervisar y mejorar el rendimiento de sus hijos.**

Las boletas de calificaciones se alinean con los estándares del nivel de grado y se envían a casa cada trimestre.

- 4) Proporcionar a los padres acceso razonable al personal.**

El personal asiste a las funciones de participación de los padres y está disponible para reunirse con los padres si lo solicitan.

- 5) Proporcionar a todos los padres y miembros de la familia, incluidos aquellos con dominio limitado del inglés y aquellos con discapacidades, oportunidades para ser voluntarios y participar en la clase de sus hijos, y para observar las actividades en el aula.**

Se alienta a los padres a ser voluntarios; La comunicación con los padres se envía a casa en varios idiomas.

**6) Proporcionar a los padres materiales y capacitación para ayudarlos a mejorar el rendimiento académico de sus hijos.**

Los maestros de clase y la escuela envían a casa boletines/calendarios semanales y/o mensuales que destacan las metas de aprendizaje y las actividades que los padres pueden hacer con los estudiantes para garantizar el éxito académico.

**7) Educar a los miembros del personal sobre el valor de las contribuciones de los padres y miembros de la familia, y sobre cómo trabajar con los padres y los miembros de la familia como socios.**

Las reuniones mensuales del personal, el aprendizaje profesional semanal del personal y las comunidades de aprendizaje profesional, y las reuniones individuales brindan oportunidades para el desarrollo profesional en las mejores prácticas de comunicación y colaboración familiar.

**8) Asegurar una comunicación bidireccional y significativa entre los miembros de la familia y el personal de la escuela y, en la medida de lo posible, en un idioma que los miembros de la familia puedan entender.**

La escuela utiliza múltiples sistemas para comunicarse con las familias, incluido Parent Square, Google Classroom, boletines, volantes y calendarios con traducción disponible.

**Responsabilidades del maestro**

- Comunicar expectativas claras de desempeño tanto a los estudiantes como a los padres.
- Esforzarse por abordar las necesidades individuales del estudiante.
- Proporcionar un ambiente de aprendizaje seguro, positivo y saludable.

**Responsabilidades de los padres**

Como padre, apoyaré el aprendizaje de mi hijo de las siguientes maneras:

- Ser voluntario en el aula de mi hijo si es posible.
- Participar en decisiones relacionadas con la educación de mi hijo.
- Promover el uso positivo del tiempo extracurricular de mi hijo.
- Asegurar que mi hijo asista a la escuela todos los días.
- Comuníquese con la escuela si necesito apoyo

Este pacto fue adoptado por Highland Community School el 28 de agosto de 2025, y estará vigente durante el período del 11 de agosto de 2025 al 28 de mayo de 2026.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A en o antes del 28 de agosto de 2025.



Samantha Keller  
Name of Principal

Signature of Principal

August 28, 2025  
Date



Strategic Resource Planning (SRP)

**Highland Community SCHOOL**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

Chairperson:	Talib Coffield
Vice Chairperson:	Danielle Valenzuela
Secretary:	Joanna Davis

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Samantha Keller	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Joanna Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Danielle Valenzuela	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Taleb Zaboob Coffield	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Shanina Lacy	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Juana Carrillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Dominique Monroe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Maria Pineda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Maria Uribe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
LaQuanda Carter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	<b>4th Thursday @ 3:15</b>
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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