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# Memo

**To** Board of Education  
**From** Kyla Johnson-Trammell, Superintendent  
**Board Meeting Date** August 14, 2019  
**Subject** 2019-2020 School Plan for Student Achievement (SPSA)

**Action** Approval of the 2019-2020 School Plan for Student Achievement (SPSA) for New Highland Academy.

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

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

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

- Title I, Part A
- After School Education and Safety (ASES)

**Attachment** 2019-2020 School Plan for Student Achievement (SPSA) for New Highland Academy



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

*Aimee Eng*

Aimee Eng  
President, Board of Education

8/15/19

*Kyla Johnson Trammell*

Kyla Johnson Trammell  
Secretary, Board of Education

8/15/19

## 2019-2020 School Plan for Student Achievement (SPSA)

**School:** New Highland Academy  
**CDS Code:** 1612596001903  
**Principal:** Yolanda Cater  
**Date of this revision:** 5/21/2019

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

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

**Contact:** Yolanda Cater

**Address:** 8521 A Street

Oakland, CA 94621

**Position:** Principal

**Telephone:** 510-729-7723

**Email:** yolanda.cater@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/21/2019*

*The District Governing Board approved this revision of the SPSA on: 8/14/2019*

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

## 2019-2020 School Plan for Student Achievement Recommendations and Assurances

**School Site:** New Highland Academy

**Site Number:** 125

- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input checked="" type="checkbox"/> LCFF Concentration Grant         |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES)  | <input type="checkbox"/> 21st Century Community Learning Centers     |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG)              |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input type="checkbox"/> Low-Performing Students Block Grant (LPSBG) |

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per 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 School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School 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:** 5-21-19

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

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

**Signatures:**

<p><u>Yolanda Cates</u> Principal</p>	<p><u>Yolanda Cates</u> Signature</p>	<p><u>5/21/19</u> Date</p>
<p><u>[Signature]</u> SSC Chairperson</p>	<p><u>Kelle Banks</u> Signature</p>	<p><u>5/21/19</u> Date</p>
<p><u>[Signature]</u> Network Superintendent</p>	<p><u>Monica Thomas</u> Signature</p>	<p><u>5/21/19</u> Date</p>
<p><u>MURPEO OTIS</u> Officer, State and Federal Programs</p>	<p><u>[Signature]</u> Signature</p>	<p><u>5/20/19</u> Date</p>

**2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/18/2018	SSC	Discuss new Title 1 and Title IV
2/19/2019	SSC	Reviewed and Voted on Title 1 and Title IV Surplus Funds
4/16/2019	SSC	Reviewed SPSA Goals
5/14/2019	SSC	Reviewed Budget
5/21/2010	SSC	Covered to review and vote on site plan

## 2019-2020 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$103,023.06
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$596,504.97

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$101,080.51	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$40,365.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$1,942.55	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$274,405.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$50,000.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$105,548.00	TBD
School Improvement Grant (SIG #3180)	\$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	\$0.00	TBD
			Measure G (Measure G #9334)	\$30,373.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$103,023.06</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$500,691.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$603,714.06</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS**

**1A: ABOUT THE SCHOOL**

**School:** New Highland Academy

**School ID:** 125

**School Description**

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

**School Mission and Vision**

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

We will do this by:

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

**1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES**

<b>Priority Strengths</b>	<b>Root Causes of Strengths</b>
50% of 4th and 5th Grade students are approaching standards in reading based on Mid-year IABs. 8% of 5th graders are performing above grade level	More focus on complex text, explicit instruction on text features and comprehension skills/strategies
Decreasing chronic absence rate	Increased parent outreach through phone calls and parent conferences, support plans, student incentives.
CORE Literacy Data; 72% K student proficiency in Syllables in Words, 90% Grade 1 proficiency in Syllables in Words. Students on-track to meet or surpass EOY Literacy Goals	Implementation of SIPPS and intervention support with academic mentors in grades K-1.
Increasing reclassification rate of ELLS	Focus on implementation of Designated ELD

Priority Challenges	Root Causes of Challenges
Low academic achievement on SBAC ( flat scores)	Inconsistent implementation of district-adopted programs due to new staffing, lack of training, and inconsistent use of research-based program due to changes in programmatic expectations( transition from Words Their Way to SIPPS)
African American students have lower achievement rates than some English Language Learners in all academic areas.	Lack of consistent use of culturally- responsive pedagogical practices.
There is a group of students who have high social-emotional challenges that we have not to support .	Lack of resources to support students with Tier 2 and 3 behavioral challenges.
Low parent engagement	Parents who are not affiliated with the Family Resource Center do not participate in parent meeting and/or schoolwide events. African American parents are disengaged and some have expressed that they do not feel welcome.

### 1C: 19-20 STUDENT GOALS & TARGETS

***District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)***

School Goal:		All students will build relationships to feel connected and engaged in learning.			
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Connectedness	All Students	+5pp	78.46%	84.00%	89.00%
Suspensions	African-American Students	-2pp	5.45%	1.00%	0.00%
Suspensions	Students with Disabilities	-2pp	7.14%	5.14%	3.14%
Chronic Absence	African-American Students	-2pp	30.00%	22.00%	20.00%

***District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)***

School Goal:		All students will grow towards meeting or exceeding standards in English Language Arts.			
Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	All Students	+15 points DF3	-85.1	-70	-55
ELA SBAC	Students with Disabilities	+20 points DF3	-116.1	-96.1	-76.1

ELA SBAC	Low Income Students	+20 points DF3	-84.6	-64.6	-44.6
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**District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)**

**School Goal: All students will continuously grow towards meeting or exceeding standards in Mathematics.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	-100.2	-85.2	-70.2
Math SBAC	Students with Disabilities	+20 points DF3	-140	-120	-100
Math SBAC	English Learners	+20 points DF3	-107.2	-87.2	-67.2

**District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)**

**School Goal: All English Learners will develop fluency in English in 6 years or less.**

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	15.98%	12.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	40.00%	20.00%	25.00%

**District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)**

**School Goal: All students will grow a year or more in reading annually.**

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	54.03%	28.60%	33.60%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	49.07%	40.90%	35.90%
K at or above Benchmark	All Kindergarten Students	+5pp	78.69%	83.69%	90.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	44.23%	49.23%	90.00%

### 1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.



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

#### **1E: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

*Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.*

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

<b>School:</b> New Highland Academy		<b>SPSA Year Reviewed:</b> 2018-19		<b>SPSA Link:</b> <a href="#">18-19 SPSA</a>	
<b>2: ANNUAL REVIEW &amp; UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)</b>					
<b>18-19 Language &amp; Literacy Priority:</b>		<b>Complex Text supported by Integrated Units</b>			
<b>June 2021 Language &amp; Literacy Goal:</b>		Increase 10% the number of proficient/advanced students in ELA as measured by SBAC.			
<b>Theory of Action for Language &amp; Literacy:</b>		If leadership provides professional learning opportunities to support teachers planning and implementing complex text lessons that build content knowledge, then teachers will be expected to create tasks that require students answering text-dependent questions and demonstrate higher level thinking and deeper content knowledge through integration of Science and Social Studies supported by GLAD strategies and other appropriate scaffolds.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC ELA		All Students		-78.7	-85.1
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>					
We had cycle focused on Designated English Language Development targeting using complex text. Teachers created lessons on text features to support students' writing.					
<b>What evidence do you see that your practices are effective?</b>					
8% of our 5th grades were above standard and 50% of 4th/5th graders are approaching standard in reading based on our Fall IABs. Our early literacy data shows that the majority of K and 1st grade(SEI) students are on track to meet cohort literacy goals by the end of year.					
<b>What are some possible implications for your 2019-20 SPSA?</b>					
We should continue our work with the Early Literacy Cohort to build a strong literacy foundation at the K/1 level. Collaboration time should be used strategically to plan for implementation with specific deliverables and to ensure continued use effective literacy strategies.					
<b>18-19 Standards-Based Instruction Priority:</b>		<b>Mathematics with EL Supports</b>			
<b>June 2021 Standards-Based Instruction Goal:</b>		Increase 10% the number of proficient/advanced students in Math as measured by SBAC.			
<b>Theory of Action for Standards-Based Instruction:</b>		If leadership provides professional learning for all staff on the three shifts of CCSS Math standards then teachers will be able to plan effective lessons that include appropriate support to meet the needs of all students. If teachers provide differentiation through small group instruction and progress monitor with common summative and formative assessments for all Language Learners then we increase student proficiency rates on SBAC-Math,CEOUs and SMI assessments.			
<b>Student Performance Indicator:</b>		<b>Student Group:</b>		<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
SBAC Math		All Students		-86.6	-100.2

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We did not have a PD focus on Math however we planned a cycle of inquiry on differentiation and small group instruction that can be transferred to Math.

**What evidence do you see that your practices are effective?**

**What are some possible implications for your 2019-20 SPSA?**

We need more intentional focus on Math for the 2019-10 school year. Professional development support and implementation of ST Math will be provided in the 2019-20 school year.

<b>18-19 Conditions for Student &amp; Adult Learning Priority:</b>	<b>Multi-Tiered Systems of Support (MTSS)</b>
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<b>June 2021 Conditions for Student &amp; Adult Learning Goal:</b>	Sustain 0% suspension rate. Decrease office referrals by 50%. Chronic Absence Rate at/below 6%
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<b>Theory of Action for Conditions for Student &amp; Adult Learning:</b>	If teachers are provided professional learning and employ Restorative Justice practices we will see improved behavior from all students including those who require Tier 2 support. If we explicitly teach behavioral expectations, hold monthly PBIS assemblies to recognize behavioral and academic achievements, and implement SEL strategies for students and adults then we will create a positive school climate and improve academic outcomes for all students. If we provide positive incentives for students who are chronically absent we will decrease our chronic attendance rate.
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Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
Chronic Absence	African American Students	27.2%	17%

**Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.**

We are continuing to decrease our moderate chronic absenteeism rate through parent contact and positive incentives for targeted students. Students with behavioral challenges are referred to Lincoln Services and other community partners through COST.

**What evidence do you see that your practices are effective?**

The number of students or families with students with behavioral challenges has decreased as well the number of students suspended. Creating behavior plans in collaboration with parents and support staff( Lincoln and district behavior specialists)

**What are some possible implications for your 2019-20 SPSA?**

We need focus on students with behavioral challenges through COST seeking community resources to support families of students who Tier 2 and 3 interventions. Provide teachers tools and strategies needed to appropriately support students and collaborate with their families.

<b>18-19 Conditions for English Language Learners Priority:</b>	<b>EL Reclassification</b>		
<b>June 2021 Conditions for English Language Learners Goal:</b>	100% English Language Learners will be in daily designated ELD classes for at least 30 minutes. 100% of ELLs will have access to core content (in ELA, Math, Sci, Soc. Studies) through their teachers using high leverage ELL practices grounded in the ELA/ELD Framework.		
<b>Theory of Action for Conditions for English Language Learners:</b>	In order to increase our SRI and SMI scores for our ELLs, we need to revitalize our designated and integrated ELD programs. If teachers provide ELLs with full access and engagement in the academic demands of CCSS, NGSS as well as use ELD standards to target language instruction based on content, then we will increase our SRI, SMI, and reclassification rates for ELLs. If leadership provides professional development and PLC time for teachers to plan Integrated and Designated ELD lessons using high-leverage ELL practices such as GLAD strategies, Sentence Unpacking/Repacking we will increase student proficiency in reading and writing in Academic English.		
<b>Student Performance Indicator:</b>	<b>Student Group:</b>	<b>17-18 EOY Target:</b>	<b>17-18 EOY Actual:</b>
English Learner Reclassification	All Students	14.0%	16%
<b>Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</b>			
We have Designated ELD implemented in all classrooms supported by the use of complex text and instruction using sentence patterning and/or text features to teach the structure of English Language.			
<b>What evidence do you see that your practices are effective?</b>			
Increased reclassification rates, student work, and use of sentence patterning charts, and planning and use of complex text in instruction.			
<b>What are some possible implications for your 2019-20 SPSA?</b>			
Continued professional development for supporting English Learners. Build in systems of accountability to use collaboration time to plan for implementation with specific deliverables and to ensure continued use effective ELL strategies.			
<b>DEPARTURE FROM PLANNED 18-19 SPSA BUDGET</b>			
<b>Please describe any significant differences between your 18-19 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2018-19. If you made changes, why?</b>			
n/a			

**2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES**

**School:** New Highland Academy

**School ID:** 125

**3: SCHOOL STRATEGIES & PRACTICES**

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

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

**School Priority ("Big Rock"):** Multi-Tiered Systems of Support (MTSS)

**School Theory of Action:**

If teachers are provided professional learning and employ Restorative Justice practices we will see improved behavior from all students including those who require Tier 2 support. If we explicitly teach behavioral expectations, hold monthly PBIS assemblies to recognize behavioral and academic achievements, and implement SEL strategies for students and adults then we will create a positive school climate and improve academic outcomes for all students. If we provide positive incentives for students who are chronically absent we will decrease our chronic attendance rate. If we provide Tier 2 or 3 academic support by an intervention teacher students will have improved academic outcomes in literacy.

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Classroom culture plans including supports for Latino males (5 step consequence, 5-1 positive recognition, RJ practices) will be completed before the beginning of the school year.	PBIS team meets regularly to look at data and plan next steps to support teachers, other adults, or students. Create sample lessons and create resource list for teachers. Fall focus on 5-1 positive recognition, school goals around school culture and creating culture plans with support of PBIS team.	Decreased URF referrals.

1-2	<p>Teachers will create lesson plans and articulate classroom expectations including support for students with disabilities throughout the school year. First two weeks teachers will teach all expectations in behavior matrix. Students can articulate core values. Teachers will be taught culturally-responsive practices to support behavioral and academic needs of Latino and African-American boys.</p>	<p>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. Provide Pd on Cultural-Responsive practices to supplement PBIS work.</p>	<p>Decrease in URF referrrals for African-American and Latino boys. Decrease in suspensions.</p>
1-3			
1-4	<p>Teachers and attendance team will be in contact with families for attendance issues or discipline</p>	<p>Attendance team meets regularly to look at data and create targeted supports and incentives for families.</p>	<p>Regular school attendance by targeted students.</p>

1-5	Teachers will create a classroom incentive plan to encourage 100% attendance and call students when absent. Attendance/COST team will also do follow up conversations.	Attendance team meets weekly to look at attendance data focusing on students with chronic/moderate chronic attendanc rates. Based on the data, tiered plans are made for chronically absent students that include strategies on providing supports, messaging the importance of attending school everyday, celebrating improvement, and communicating on a regular basis with the teachers. Starting in May and continuing through the summer meet with incoming Kindergarten families and students to introduce school expectations and procedures. COST team will meet weekly to look at attendance and student discipline data to guide our next steps and assess current supports with students. Teachers will be invited to be part of the process. Attendance team meets weekly with Principal.	Increased student attendance from targeted subgroup.
1-6	Afterschool Program-Higher Ground tutors teach and reteach lessons as necessary aligned to our school wide expectations	Principal meets prior to the beginning of the school year and throughout the year with afterschool program coordinator to assess areas of strength and areas of growth Share lesson plans, templates, matrix, voice level charts and include someone from HG program to partake in bi-weekly PBIs meetings	Fewer daytime URF referrals.
1-7	Teachers tutor students below grade level (low-performing students) afterschool, particularly English Learners.	Principal allocates funds and presents teachers with clear criteria for selecting students, data to be collected, and communication to be given to parents. extended contract money, tutoring criteria and expectations.	Increased academic performance as indicated by assessment data and student work/performance.

1-8	Implement practices for family engagement on home strategies to support academics and improve attendance focusing on African-American students. Implement Culturally Responsive(Z. Hammond) strategies in community circles and instruction to foster positive relationships and increase rigor in academics leading to higher academic outcomes for African American students.	Principal will hold monthly Coffee Chats with parents to share strategies for improving attendance and academic achievement. Attendance Team and Principal will analyze attendance data and plan support plans for students with chronic absences. Principal and teachers will identify parent leaders to create an African American Parent Advisory committee to address the socio-emotional and academic needs of African-American students. Collaborate with community organizations to provide mentors for African-American (and Latino) males.	Increased parent participation in Coffee Chats and other parent events. Meeting agendas, student attendance and academic data.
1-9	Teachers will identify students who need Tier 2/3 academic intervention through COST who are not responding to classroom academic interventions. Intervention teacher will work with target students identified through COST on improving academic skills.	Principal and CSM will hold School Success Team Meetings to review progress of students not making adequate academic progress. COST team will identify students who are eligible for Tier 2 or 3 support based on data obtained from classroom interventions.	Academic data: SIPPs, SRI, writing assessments, formative assessments

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

<b>School Priority ("Big Rock"):</b>	Standards-Driven Planning (Math)		
<b>School Theory of Action:</b>	If leadership provides professional learning for teachers on the three shifts of CCSS Math standards, then teachers will be able to plan and deliver effective lessons that include appropriate supports to meet the needs of all students. If teachers provide differentiation through small group instruction and implement ST Math with fidelity, then student proficiency rates will increase on SBAC-Math and district math assessments for all students.		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>



2-1	Teachers will implement the core curriculum in Math by unpacking the task to identify the content and cognitive demand of the task students are expected to learn. Teachers will progress monitor small group instruction by analyzing student work, formative and summative assessments in ST Math and district-adopted curriculum.	Continuous analysis of data to determine strengths, root cause analysis to create actionable next steps including strategies for students with disabilities as part of planning. Ensure use of ST Math Data Protocol at staff meetings or PLCs on regular basis to monitor and analyze students progress. Calendar that has clear data analysis dates. Data collection and data reports for each cycle.	Improved performance on classroom and district assessments IABS and CEOUS.
2-2	Teachers pull regular small groups in math to ensure that students are progressing toward proficiency. GATE students will be provided enrichment activities. ELL students will be taught strategies to access mathematical language.	Principal will define expectations for consistent implementation of small group instruction. Weekly observations to support and monitor progress. Principal and ILT will develop PD calendar that focuses on small group instruction that first focuses on literacy and then on math. Principal will collect teacher lesson plans that include small group instruction to provide feedback. Principal will lead learning walks with coaches and Math Lead.	Improved performance on classroom and district assessments.
2-3	Teacher unit plans include opportunities to show mastery of subskills and ability to successfully complete performance tasks with instructional supports for Low-income students.	Regular dedicated PLC time for collaboration in math will be provided to ensure that student work is analyzed to monitor that all students are progressing towards mastery of standards. EEIP teachers will provide classroom coverage.	Review lesson plans and observational data

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

<b>School Priority ("Big Rock"):</b>	Standards-Driven Planning (ELA)		
<b>School Theory of Action:</b>	If leadership provides professional learning opportunities to support teachers planning and implementing complex text lessons that build content knowledge, then teachers will be expected to create tasks that require students answering text-dependent questions and demonstrate higher level thinking and deeper content knowledge through integration of Science, Social Studies and other curricular areas supported by GLAD strategies and other appropriate scaffolds using complex text and/or read alouds.		
<b>#</b>	<b>TEACHING PRACTICES &amp; PROGRAMS</b>	<b>LEADERSHIP PRACTICES</b>	<b>EVIDENCE OF IMPLEMENTATION</b>

3-1	<p>Teachers will use F&amp;P running records as diagnostic tools, Continuum of Literacy, writing units of study as tools for literacy instruction. Teachers will monitor progress towards mastery of standards through the administration of standards-aligned formative assessments( Illuminate grades 2-5, Foundational Standards K-1). Grade-level teams will backwards map units to create common, standards-aligned summative assessments around complex text. Weekly formative assessments will be created in PLCs to regularly monitor mastery of standards and adjust instruction to meet the needs of students.</p>	<p>Clear cycles of Inquiry and PD calendar created by principal and Instructional Leadership Team. PD is aligned to common core shifts and structured to model and support teachers in using instructional tools to plan and assess student mastery of CCSS. Dedicated weekly PLC time in addition to Wednesdays. Align resources to provide regular Intervention support during a designated time in the literacy block. Support provided by Intervention Teacher, Literacy Coaches, and ILT members.</p>	<p>Regular data analysis and review of student work will inform teachers of how students are progressing towards mastery. Observations will provide evidence of of students engaged in academic conversations. SBAC, SRI, SIPP and Formative Assessment Data.</p>
3-2	<p>All teachers will use F&amp; P assessments and Lucy Calkins Writing Assessments to guide instruction to monitor students' progress towards grade-level proficiency in Reading and Writing. SIPPs will be implemented to support development of phonics in grades K-1 and as intervention for students in grades 2-5 who have not mastered grade-level phonics skills.</p>	<p>Analyze data to inform instruction and monitor student progress</p>	<p>On-going progress monitoring: reading and running records, SIPPS mastery, and writing assessments.</p>
3-3	<p>Teachers will analyze reading, writing, math data to identify strengths, and challenges to monitor progress towards goals including a focus meeting the academic needs of homeless students.</p>	<p>Continuous analysis of data to determine strengths, root cause analysis to create actionable next steps as part of planning addressing needs of homeless students. Calendar that has clear data analysis dates. Data collection and data reports for each cycle.</p>	<p>SBAC</p>

3-4	Teachers will create rigorous standards aligned tasks with high levels of DOK and explicit language objectives. Teachers will teach using complex text and read-alouds to provide all students access to grade-level text and develop academic language in speaking, reading, and writing.	Dedicated time for collaboration and planning. EEIP teachers will provide classroom coverage. Regular observations with timely feedback from principal/coaches on implementation of lesson plans by individual teachers, grade levels and/or gather evidence for PD needs to align practices and structures.	Observational data will show students engaging in productive struggle on rigorous standards-aligned tasks. Formative and Summative assessment data will show higher numbers of students moving towards or attaining mastery of standards.
3-5	Teachers will incorporate appropriate instructional strategies in reading, writing, math and provide additional support for foster youth.	Daily Instructional schedules will have clear time allocations to maximize instructional minutes and student time on task. Weekly Collaborative planning time for grade level teams with literacy coaches and/or Principal supporting teachers in identifying classroom needs and actionable next steps for students. Regular dedicated PLC time for collaboration and set intervention time to provide targeted support for students so that all students are progressing towards mastery of standards. Classroom observations by principal, coaches, and/or Instructional Leadership Team.	Observational data will show students engaging in productive struggle on rigorous standards-aligned tasks Oral and written. Formative and Summative assessment data will show higher numbers of students moving towards or attaining mastery of standards. ELPAC data for ELLS. SRI, LC Writing Assessment Data.
3-6	Teachers will integrate use of technology into classrooms using chromebooks to teach students standards aligned reading/comprehension practice, research, math fluency practice, and for publishing writing pieces with a focus on providing appropriate scaffolds and support for students with disabilities.	Students will receive technology support aligned to rigorous standards-aligned tasks (i.e. keyboarding starting in primary grades, Accelerated Reader and math programs).	Review of student work.
3-7	Teachers will set grade level goals, support students in setting goals and getting students to articulate next steps including appropriate strategies to support students with disabilities.	Instructional Leadership Team will facilitate school-wide data analysis.	Data analysis will indicate students progress towards mastering standards.

3-8	Teachers backwards plan reading, writing, math units to develop year, monthly, and daily common core learning targets/objectives with special attention to language demands for ELLs.	Protected regular collaborative planning time for grade level teams with literacy coaches and/or Principal support with standards-aligned planning and inquiry cycles. PD on ELLs best practices by ELC/ITL.	Lesson plans will have rigorous common core-aligned tasks and appropriate scaffolding based on student need.
3-9	After School program tutors learn best practices used during classroom instruction to support students during homework time.	Afterschool manager delivers PD that supports tutors understanding and skills around homework support and classroom management. Afterschool program focus and creates a scope and sequence on building student proficiency in writing, math, reading through targeted support including strategies to aid homeless students during homework time. Principal meets with afterschool coordinator and teacher liaison to support this work and assess progress and quality.	Review of Higher Ground assessment data and student work.
3-10	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.	
3-11	Kindergarten teachers will collaborate with New Highland CDC to support the transition of incoming Kindergartners	Principal will coordinate dates for school visit and parent workshops with Kindergarten Readiness Program Manager.	
3-12	Principal will hold data conferences with teachers	Principal and grade-level teams will review current data and plan actionable next steps to improve academic outcomes for students.	

### CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

<b>School Priority ("Big Rock"):</b>	EL Reclassification
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<b>School Theory of Action:</b>	In order to increase our SRI and SMI scores for our ELLs, we need to continue to implement our Designated and integrated ELD programs. If teachers provide ELLs with full access and engagement in the academic demands of CCSS, NGSS as well as use ELD standards to target language instruction based on content, then we will increase our SRI, SMI, and reclassification rates for ELLs. If leadership provides professional development and PLC time for teachers to plan Integrated and Designated ELD lessons using high-leverage ELL practices such as GLAD strategies, Sentence Unpacking/Repacking with complex text we will increase student proficiency in reading and writing in Academic English.		
#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
4-1	Teachers will teach Designated and Integrated ELD daily. Newcomers will receive pull-out instruction using Systematic ELD. All teachers will teach content-embedded designated ELD to all other levels. Teachers will use strategies such as sentence unpacking/repacking and GLAD to teach students English language functions to support instruction in Science using NGSS-aligned FOSS lessons.	Principal will continue to expect daily ELD instruction. 30 minutes daily Designated ELD time in all classrooms. Professional development support for effective ELD instructional practices. Learning walks conducted by the principal, coaches, and/or Instructional Leadership team. Gladiator will provide Pd support for implementation of GLAD Strategies.	Higher levels of English proficiency as measured by SRI, formative assessments, and ELPAC. Increased reclassification rates with a decrease in ELL and LTEL rates as measured by OUSD Dashboards.
4-2	Teachers will provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction. Teachers will teach using complex text/read alouds. Teachers will teach integrated ELD in Science.	Teachers use instructional practices that improve instructional outcomes for ELLs. PD and coaching support, collaboration with ELLMA. ITL to provide Newcomer Support.	Higher levels of English proficiency as measured by ELPAC, increased reclassification rates. Decrease in ELL and LTEL rates as measured by OUSD Dashboards.
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.	Increased reclassification rates. Decrease in ELL and LTEL rates as measured by OUSD Dashboards.

4-4	Extend learning time for ELLs	Principal coordinates site PDs for ELLs with Afterschool Coordinator in order for Afterschool Program staff to be trained in ELL strategies. Utilize the afterschool program to provide extended learning and increased opportunities for student engagement and language development. Designated time for Intervention provided by coaches including Newcomer Support.	Improve English proficiency in classroom perform based on formative data and observation from afterschool program.
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PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 125

School: New Highland Academy

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSPA PRACTICE	BUDGET ACTION NUMBER
\$105,548.00	After School Education & Safety (ASES)	Higher Ground	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Afterschool Program-Higher Ground tutors teach and reteach lessons as necessary aligned to our school wide expectations	125-1
\$11,184.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	6407	Noon Supervisor	0.40	Overall support for academic and social-emotional practices	125-2
\$15,600.00	General Purpose Discretionary	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	585	Noon Supervisor	0.25	Overall support for academic and social-emotional practices	125-3
\$9,081.00	General Purpose Discretionary	Supplies	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	125-4
\$4,500.00	General Purpose Discretionary	Copier Maintenance Agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Standards-Driven Planning (Math)	125-5
\$23,184.90	LCFF Concentration	EEIP (Art)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3666	Teacher Education Enhancement	0.30	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.	125-6
\$1,200.00	LCFF Concentration	Classified OT	Goal 6: Parents and families are engaged in school activities.	2225	Classified Support Salaries: Overtime		n/a		Teachers and attendance team will be in contact with families for attendance issues or discipline	125-7
\$2,500.00	LCFF Concentration	Clerical OT	Goal 5: Students are engaged in school every day.	2425	Clerical Salaries Overtime		n/a		Teachers and attendance team will be in contact with families for attendance issues or discipline	125-8

\$13,542.00	LCFF Concentration	Books	Goal 4: English Learners are reaching fluency.	4200	Books other than Textbooks		n/a		Teachers will provide differentiated Language Arts instruction to ELLs through components of Balanced Literacy and small group instruction: Reading and Writing Workshop, Close Reading, Guided Reading and Small Group Instruction. Teachers will teach using complex text/read alouds. Teachers will teach integrated ELD in Science.	125-9
\$10,000.00	LCFF Concentration	Lincoln services	Goal 5: Students are engaged in school every day.	5825	Consultants		n/a		Attendance team meets regularly to look at data and create targeted supports and incentives for families.	125-10
\$100,535.51	LCFF Supplemental	EEIP (Physical Education)	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	2677	Teacher Education Enhancement	1.00	Principal will continue to expect daily ELD instruction. 30 minutes daily Designated ELD time in all classrooms. Professional development support for effective ELD instructional practices. Learning walks conducted by the principal, coaches, and/or Instructional Leadership team. Gladiator will provide Pd support for implementation of GLAD Strategies.	125-11
\$112,832.28	LCFF Supplemental	Instructional Teacher Leader	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries	7095	n/a	1.00	Continuous analysis of data to determine strengths, root cause analysis to create actionable next steps including strategies for students with disabilities as part of planning. Monitor and analyze students progress. Calendar that has clear data analysis dates. Data collection and data reports for each cycle.	125-12
\$10,000.00	LCFF Supplemental	Stipends	Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		n/a		Teachers tutor students below grade level (low-performing students) afterschool, particularly English Learners.	125-13



\$32,500.00	LCFF Supplemental	Community School Manager	Goal 5: Students are engaged in school every day.	5730	Community Schools Program Manager		n/a	0.25	Principal and CSM will hold School Success Team Meetings to review progress of students not making adequate academic progress. COST team will identify students who are eligible for Tier 2 or 3 support based on data obtained from classroom interventions.	125-14
\$7,600.00	LCFF Supplemental	Book Trust	Goal 3: Students are reading at or above grade level.	5825	Consultants		n/a		Teacher unit plans include opportunities to show mastery of subskills and ability to successfully complete performance tasks with instructional supports for Low-income students.	125-15
\$3,000.00	LCFF Supplemental	Licenses	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Students will receive technology support aligned to rigorous standards-aligned tasks (i.e. keyboarding starting in primary grades, Accelerated Reader and math programs).	125-16
\$7,000.00	LCFF Supplemental	ST Math	Goal 2: Students are proficient in state academic standards.	5846	Licensing Agreements		n/a		Standards-Driven Planning (Math)	125-17
\$20,000.00	Measure G	Library Clerk	Goal 3: Students are reading at or above grade level.	2205	Classified Support Salaries		n/a	0.20	Teachers will incorporate appropriate instructional strategies in reading, writing, math and provide additional support for foster youth.	125-18
\$10,333.00	Measure G	Surplus	Goal 3: Students are reading at or above grade level.	4399					n/a	125-19
\$94,676.28	Title I: Basic	10 month TSA	Goal 3: Students are reading at or above grade level.	1119	Certificated Teachers on Special Assignment Salaries		n/a	1.00	Teachers will identify students who need Tier 2/3 academic intervention through COST who are not responding to classroom academic interventions. Intervention teacher will work with target students identified through COST on improving academic skills.	125-20

\$1,688.00	Title I: Parent Participation	Supplies	Goal 6: Parents and families are engaged in school activities.	4310	School Office Supplies		n/a	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. Principal and teachers will identify parent leaders to create an African American Parent Advisory committee to address the socio-emotional and academic needs of African-American students. Collaborate with community organizations to provide mentors for African-American (and Latino) males.	125-21
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## Title I School Parental Involvement Policy 2018-19

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:

- 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 1 Plan.

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

- Offer a flexible number of meetings for parents.

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

- Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.

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



- Provides parents of Title I students with timely information about Title I programs.

Parent meetings/workshops and SSC meetings

- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

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

- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

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

## School-Parent Compact

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

### 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

Parent meetings, workshops

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.

Parent meetings and workshops

- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.

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



STATE AND FEDERAL PROGRAMS

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- 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.

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

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

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

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

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

### Accessibility

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

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



STATE AND FEDERAL PROGRAMS

### 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 New Highland Academy School Site Council on (Date) 12/18/18 and will be in effect for the 2018-19 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 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.

Randa Cate  
\_\_\_\_\_  
(Principal's Signature)

12/18/18  
\_\_\_\_\_  
(Date)

## 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.

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Teacher signature

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

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.



**2018-2019**  
**School Site Council Membership Roster – Elementary**

School Name: New Highland Academy

Chairperson : Kelle Banks
Vice Chairperson: Yolanda Magana
Secretary: Erika Guerrero

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Yolanda Cater	X			
Kelle Banks		X		
Erika Guerrero		X		
Carrie Anderson		X		
Veronica Gomez			X	
Yolanda Magana				X
Maria Miranda				X
Heidy Cordoba				X
Roaxana Diaz				X
Nora Quiroga				X

Meeting Schedule (day/month/time)	2 <sup>nd</sup> Tuesday of the month; November 13, 2018 @ 3:15 p.m.
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**SSC Legal Requirements:**  
**(Ed. Code 52852)**

- 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;
- Parent/community members cannot be OUSD employees at the site.

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