

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – New Highland Academy

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for New Highland Academy.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the Single Plan for Student Achievement is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

Fiscal Impact:

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement.

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for New Highland Academy.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: New Highland Elementary

6001903

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE

CONTEXT

New Highland Academy is a K-5 elementary school of 330 students in East Oakland. NHA fosters a positive and inclusive school culture through a school-wide focus on four core values: Be kind, Work hard, Get smart and Talk it out. Second Step and Caring School Community curricula develop students' emotional intelligence and the skills to solve problems peacefully, and counselors provide additional support and intervention. New Highland Academy is dedicated to integrating the arts across the curriculum. Every student attends a weekly visual art class, engaging in projects that include collage, print-making, clay sculpture, and painting. Each teacher also develops and teaches units integrating visual arts with science, social studies or language arts. Every student also receives weekly instruction in creative movement/dance through a partnership with LunaDance. The school garden provides every student with opportunities for hands-on science. Our after school provider, Higher Ground, provides a caring and robust program of homework support, tutoring and enrichment until 6:00 p.m. daily.

VISION

Graduates of New Highland Academy will be creative thinkers, effective communicators and compassionate citizens. Students will meet or exceed grade level standards and be able to apply powerful problem-solving skills in new and unfamiliar contexts. They will be able to communicate effectively orally and in writing as well as through a variety of art and technology media. Our students will be proud of who they are, able to get along with others from different backgrounds, and active in contributing to the well-being of the school community.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Our Strategic Planning Group meets monthly to establish school priorities, monitor progress, make adjustments, and vet/develop new programs/initiatives to help fulfill school vision. We measure our progress through school-wide goals we set. SPG does some of the preliminary work to share with the SSC for review and approval on categorical areas; SSC has a more global view of the school plan. Monthly Faculty Council and Faculty Meetings are used to engage staff in progress of school and new developments to get timely feedback. The Instructional Leadership Team meets once per month to develop and coordinate PD implementation. ILT also vets instructional initiatives and programs and provides adjustments in regards to supporting teachers in implementation.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: New Highland Elementary

Principal: ELIZABETH OZOL

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

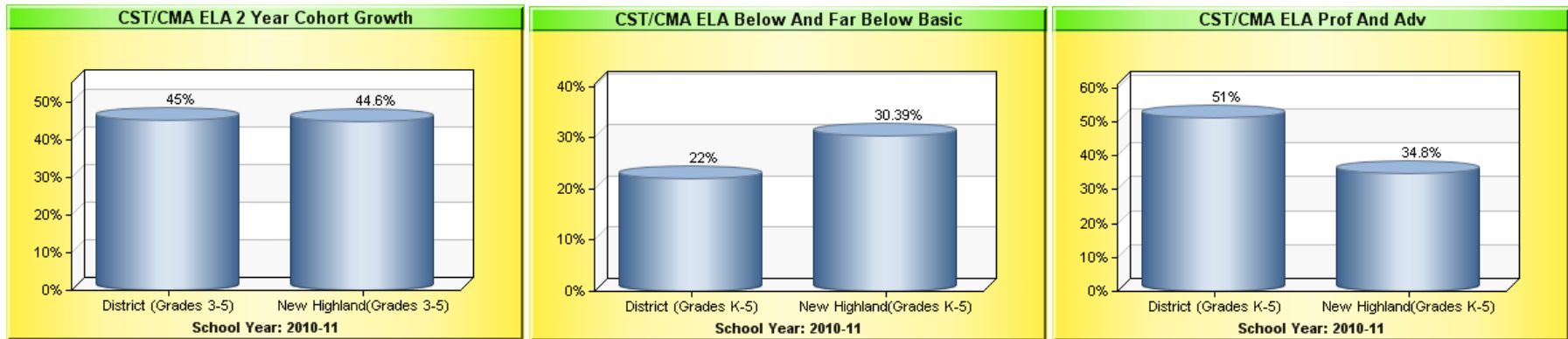
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- As of B2 (2011-2012): 31% of students P/A school wide. By grade: 33% P/A in 2nd grade; 22% P/A in 3rd grade; 20% P/A in 4th grade and 49% P/A in 5th grade

Data Analysis

- 30% of students are FBB/BB in ELA
- 29% of 2nd graders P/A on CST, 22% of 3rd graders P/A, 43% of 4th graders P/A, 45% of 5th graders P/A
- 33% of Latino students scored P/A on spring 2011 CST, and 33% Latino students scored FBB/BB
- 34% of African American students scored P/A on spring 2011 CST, and 29% scored FBB/BB
- 29% of ELL students scored P/A on spring 2011 CST, 34% scored FBB/BB

Theory Action

- Students read and write every day, across content areas. Students read a balanced diet of fiction and non-fiction, and explore grade level appropriate genres.
- Students are taught and actively use comprehension strategies when they read, to make meaning and critically think about what they are reading.
- Students' progress in reading is regularly measured through district benchmarks, SRI/AR tests, DRA, Dibels and fluency and student monitoring informs instruction.
- Students who are behind need additional support and time to practice target skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Reading intervention for FBB/BB students by Intervention TSA.	Benchmarks & CST	English Learners	October-June 2012-13	Ozol, Cernitz	4/25/2012	125SQI1A376	Small group literacy intervention	7090-EIA - SCE		T10TSA0105	0.1	\$10,846.42
Reading intervention for FBB/BB students by Intervention TSA.	Benchmarks & CST	English Learners	October-June 2012-13	Ozol, Cernitz	4/25/2012	125SQI1A1632	Small group literacy intervention	7091-EIA - LEP		T10TSA0105	0.3	\$32,539.26
Comprehension Strategies explicitly taught and practiced K-5	Benchmarks & CST	All Students	August - June 2012-12	Ozol, ILT	4/25/2012	125SQI1A378	Teachers explicitly teach and model comprehension strategies and gradually release responsibility until students can practice these strategies independently	N/A			0	\$0.00

Accelerated Reader used by every student, grades 2-5 with active progress monitoring by teacher	Benchmarks & CST	All Students	August - June 2012-2013	Ozol	4/25/2012	125SQI1A380	All students (gr 2-5) read independently and take AR tests to demonstrate their comprehension	Non-SSC approved			0	\$0.00
Students participate in workshop/ intervention time 3-5 times per week, where differentiated support in literacy fundamentals is given to accelerate progress of FBB/BB students.	Benchmarks & CST	FBB, BB	August-June 2012-13	Ozol	4/25/2012	125SQI1A394	Teachers plan and provide differentiated intervention during workshop time	N/A			0	\$0.00
Design & implement school structures to support literacy instruction and integration of science with literacy	ILT minutes	All Students	August-June 2012-13	Ozol, ILT	4/25/2012	125SQI1A661	Develop site based vision for a Balanced Approach to Literacy and transition to Common Core for ELA. Articulate PD plan, calendar and timeline.	N/A			0	\$0.00
Provide PD on balanced approach to literacy instruction, transition to ELA common core standards, and response to intervention (RTI)	PD Calendar	All Students	August-June 2012-13	Ozol, ILT	4/25/2012	125SQI1A662	Develop and present (or participate in Corridor School's PD) including small group instruction, reciprocal teaching, guided reading and workshop model.	N/A			0	\$0.00
Hire additional fifth grade teacher to reduce class size	Benchmarks & CSTs	All Students	August-June 2012-13	Ozol	4/25/2012	125SQI1A1628	Additional 5th grade teacher	7090-EIA - SCE		TCSHLT0265	0.2	\$15,684.81
Hire additional fifth grade teacher to reduce class size	Benchmarks & CSTs	All Students	August-June 2012-13	Ozol	4/25/2012	125SQI1A1629	Additional 5th grade teacher	3010-Title I		TCSHLT0265	0.8	\$62,739.23
Hire additional kinder teacher to reduce class size	Dibels & formative assessments	All Students	August-June 2012-13	Ozol	4/25/2012	125SQI1A3250	Partly fund kinder teacher with QEIA	7400-QEIA		TCHBIL0206	0.4	\$33,504.84
Hire fourth grade teacher to reduce class size	Benchmarks & CSTs	All Students	August-June 2012-13	Ozol	4/25/2012	125SQI1A3254	Fund 4th grade teacher with QEIA	7400-QEIA		TCSHLT0266	1	\$85,056.32
Hire fourth grade teacher to reduce class size	Benchmarks & CSTs	All Students	August-June 2012-13	Ozol	4/25/2012	125SQI1A3259	Partly fund fourth grade teacher with QEIA	7400-QEIA		TCSHLT0271	0.76	\$53,569.85

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: New Highland Elementary

Principal: ELIZABETH OZOL

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

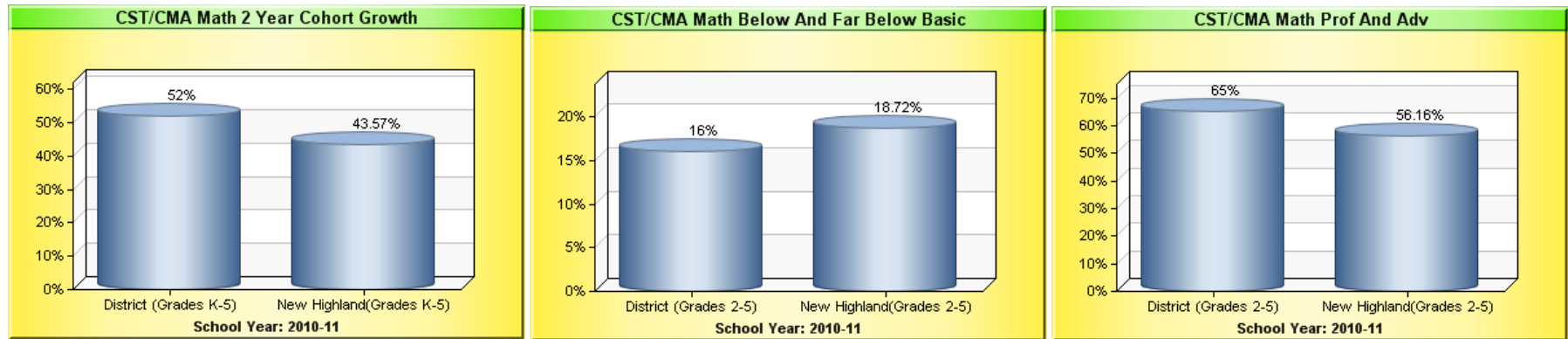
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

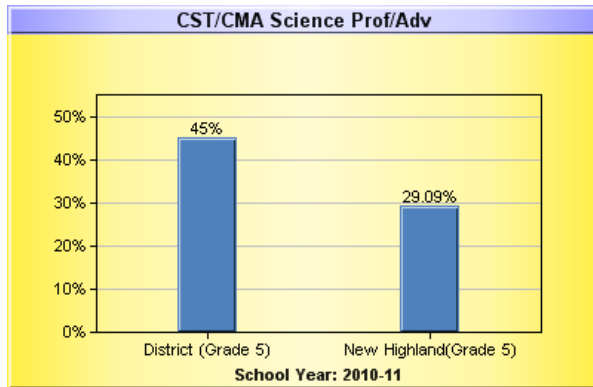
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Data

- As of B2 (2011-2012):

Data Analysis

- 56% of students scored Proficient/Advanced in Math and 19% of students scored FBB/BB in Math.
- 29% of 5th graders are proficient in Science on the spring 2011 CST.
- 57% of EL students scored P/A in Math on the spring 2011 CST, and 18% scored FBB/BB.
- 60% of Latino students scored P/A in Math on the spring 2011 CST, and 18% scored FBB/BB
- 42% of African American students scored P/A in Math on spring 2011 CST, and 26% scored FBB/BB

Theory Action

- To be successful mathematicians, students need to develop conceptual understanding as well as mastery of algorithm.
- Math instruction needs to engage all students in using academic language and explaining their thinking.
- Students will develop competency in mathematics if teachers gradually release responsibility until students can independently explain how they arrived at their correct answer.
- The integration of art with math and science enhances motivation, critical thinking, confidence and making meaningful connections with our environment and our world.
- Students who are behind in math and science need extra support and time to practice target skills.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Provide opportunities for teachers to collaborate and integrate science across the curriculum and to share effective STEM teaching practices in forums such as PLCs and/or an electronic collaborative website.	Benchmarks & CST	All Students	August-June 2012-13	Ozol, ILT	4/25/2012	125SQ11B441	Weekly PLC meetings include time for collaboration around math and science.	N/A			0	\$0.00
Provide STEM career							Teachers offer challenging math, science and engineering activities					

activities in classroom and afterschool program so that students are aware of future career choices.	Benchmarks & CSTs	All Students	August-June 2012-13	Ozol, Shabazz	4/25/2012	125SQI1B449	in their curriculum, work with groups such as Cal-teach to bring in outside STEM partners, and talk about future related career choices.	N/A			0	\$0.00
Lead science teacher provides PD, encouragement and problem solving to support teachers in teaching science.	CST	All Students	August-June 2012-13	Ozol, Simmons	4/25/2012	125SQI1B448	Lead teacher provides PD and supports teachers in strengthening their implementation of standards-based science	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: New Highland Elementary

Principal: ELIZABETH OZOL

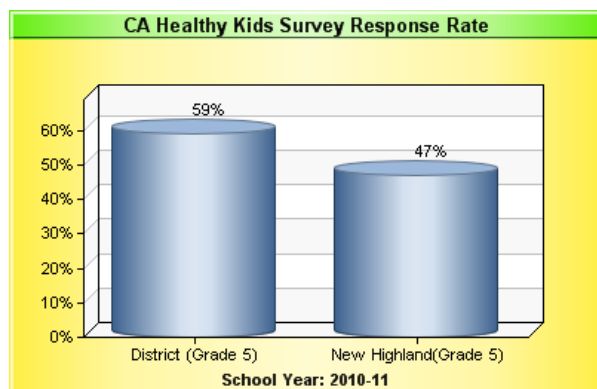
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



Theory Action

- We can take actions to enhance the likelihood of a smooth and successful transition into kindergarten

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Hold monthly meetings beginning in May for incoming kinder families to prepare their child for success in kinder		Pre-Kindergarten			4/2/2012	125SQ11C1625	Monthly parent meetings	N/A			0	\$0.00
After school program provides workforce												

development and college readiness program		All Students	Khariyyah Shabazz	4/2/2012	125SQ1C3205	Biweekly workshops	N/A			0	\$0.00
After school program provides workforce development and college readiness program		All Students	Khariyyah Shabazz	4/2/2012	125SQ1C3206	Training opportunities through internships and paid positions for m.s. and h.s. students	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: New Highland Elementary

Principal: ELIZABETH OZOL

School Quality Standards relevant to this Strategic Priority

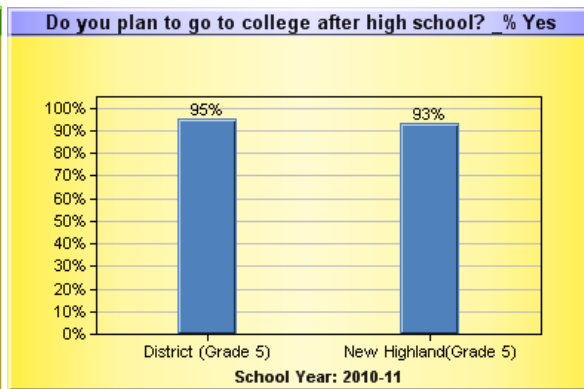
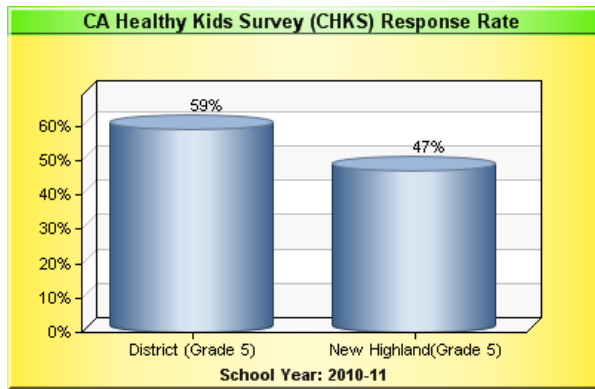
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



Theory Action

- If we expose students to the possibilities for career and workforce, it will inspire and inform their actions
- It's not too early to expose students to possible college and career choices in elementary school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Host 2-3 college		All		Khariyyah								

awareness events		Students		Shabazz, Liz Ozol	4/2/2012	125SQI1D1623		N/A			0	\$0.00
Hold annual career fair. Career Fair ideally will consist of adult speakers who share their path in current career (education requirements, etc.)		All Students		Khariyyah Shabazz, Liz Ozol	4/2/2012	125SQI1D1622	Annual career fair	N/A			0	\$0.00
Take students on a culminating field trip in 5th grade, where they visit a local University (eg. Stanford)		All Students		Khariyyah Shabazz, Liz Ozol	4/2/2012	125SQI1D1624	Field trip to visit college	N/A			0	\$0.00
After school program provides workforce development and college readiness program					4/2/2012	125SQI1D3207	Biweekly workshops	N/A			0	\$0.00
After school program provides workforce development and college readiness program					4/2/2012	125SQI1D3208	Internships and paid positions for H.S. and M.S. students	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: New Highland Elementary

Principal: ELIZABETH OZOL

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Data Analysis

- 33% of Latino students scored P/A on spring 2011 CST, and 33% Latino students scored FBB/BB
- 34% of African American students scored P/A on spring 2011 CST, and 29% scored FBB/BB
- 29% of ELL students scored P/A on spring 2011 CST, 34 % scored FBB/BB

Theory Action

- Differentiated support for students struggling with phonics, fluency and comprehension
- Extra time to develop and practice targeted skills related to reading
- Teaming with family, afterschool program and other supports to accelerate struggling students
- Continuous developing of staff's cultural competency
- Developing understanding and appreciation of different cultures, languages, backgrounds

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
TSA provides Tier 2 small group intervention in reading fundamentals	Benchmarks & CST	FBB, BB	August-June 2012-13	Principal, TSA	5/3/2012	125SQ1E208	.6 TSA	Non-SSC approved			0	\$0.00
Teachers serve as mentors for target students	CA Healthy Kids Survey	FBB, BB	August-June 2012-13	Principal	5/3/2012	125SQ1E235		N/A			0	\$0.00
Behavioral health providers support target students	Suspensions	FBB, BB	August-June 2012-13	Principal, Counseling team	5/3/2012	125SQ1E236	Case manager	N/A			0	\$0.00
Behavioral health providers support target students	Suspensions	FBB, BB	August-June 2012-13	Principal, Counseling team	5/3/2012	125SQ1E237	Social worker	N/A			0	\$0.00
School holds events and assemblies devoted to												

celebrating different cultures, and recognizing excellence and improvement.	Programs & documentation of assemblies	All Students	August-June 2012-13	Principal	5/3/2012	125SQI1E240	2-3 cultural assemblies scheduled, monthly awards assemblies	N/A			0	\$0.00
Classroom teachers differentiate instruction to challenge and enrich GATE students	Classwork & projects	GATE	August-June 2012-13	Ozol, ILT	5/3/2012	125SQI1E3279	Teachers offer challenging projects for GATE students	N/A			0	\$0.00
Mentors from external organizations such as SAGE at UC Berkeley assigned to targeted students	Benchmarks & CSTs	FBB, BB and BAS	August-June 2012-13	Ozol	5/3/2012	125SQI1E3874	Mentors assigned to targeted students	N/A			0	\$0.00

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: New Highland Elementary

Principal: ELIZABETH OZOL

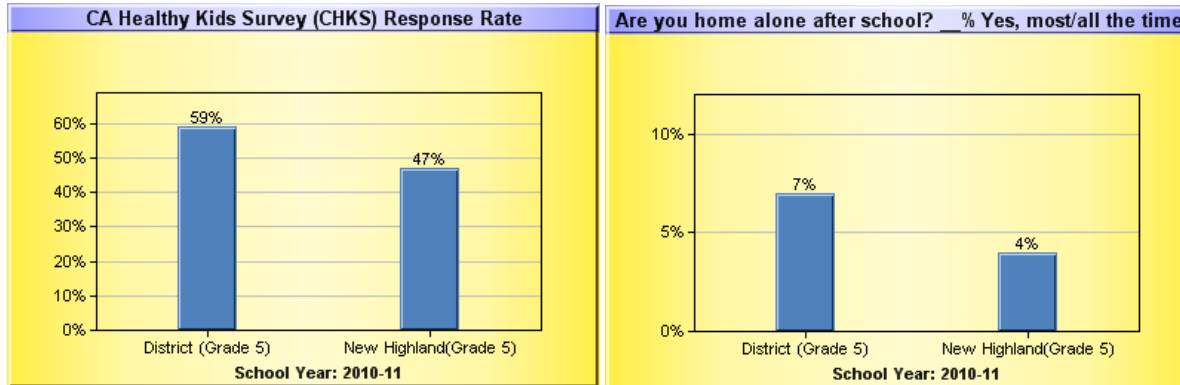
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Data

- Student family survey results - talk to H.G. - 2010-11 Site Evaluation Profile

Theory Action

- When children are in a safe, caring environment during after school hours, which offers enrichment, academic support & leadership opportunities, students will be happier, healthier and do better in school.
- When the ASP provides structured opportunities for parents/families to participate, this will improve families' connection to the school community and will result in better outcomes for students and stronger school/family partnerships.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
During ASP each student has focused time to read a book at appropriate level.	Reading logs	FBB, BB and BAS	August-June 2012-13	Khariyyah Shabazz	5/3/2012	125SQ1F3196	Provide books at students' levels	N/A			0	\$0.00
Build capacity of ASP staff to			August-				Teacher liaison works					

implement basic reading support/improvement strategies	ASP surveys	All Students	June 2012-13	Khariyyah Shabazz	5/3/2012	125SQ1F3197	with ASP coordinator to provide PD	N/A			0	\$0.00
STEM enrichment activities	Benchmarks & CSTs	All Students	August-June 2012-13	Khariyyah Shabazz	5/3/2012	125SQ1F3198	Weekly science activities	N/A			0	\$0.00
Monthly parent/family meetings to promote 2 way communication and more deeply engage families	Sign-ins from events	All Students	August-June 2012-13	Khariyyah Shabazz	5/3/2012	125SQ1F3199	Hosting monthly family events and meetings	N/A			0	\$0.00
College and career readiness - career day, college visits	CA Healthy Kids Survey	All Students	August-June 2012-13	Khariyyah Shabazz	5/3/2012	125SQ1F682	Organize career day, college volunteers and college month	N/A			0	\$0.00
Students create community service projects to help school and greater community.	CA Healthy Kids survey	All Students	August-June 2012-13	Khariyyah Shabazz	5/3/2012	125SQ1F3204	Activities include eat to live, 4R's, violence prevention, gardening & nutrition and student government	N/A			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: New Highland Elementary

Principal: ELIZABETH OZOL

School Quality Standards relevant to this Strategic Priority

A quality school...

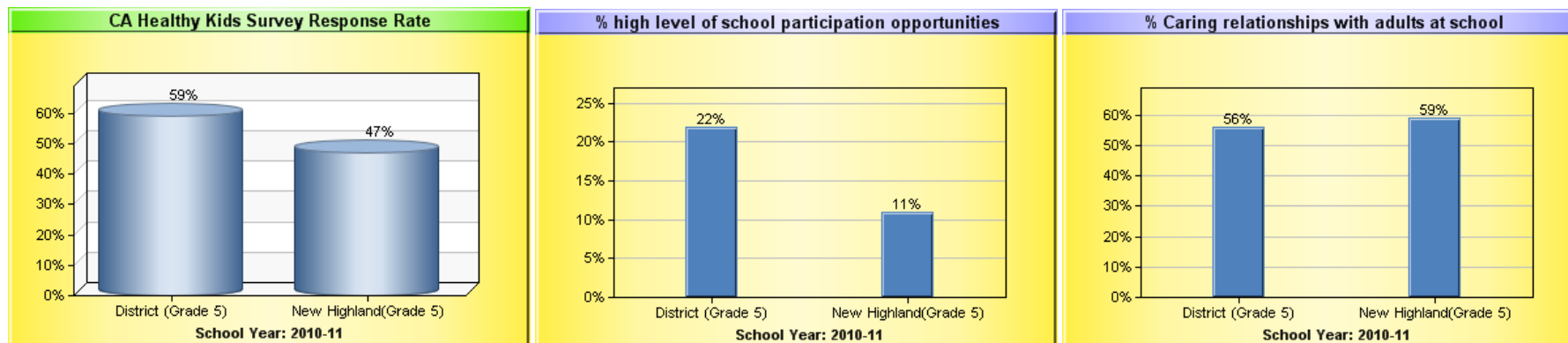
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

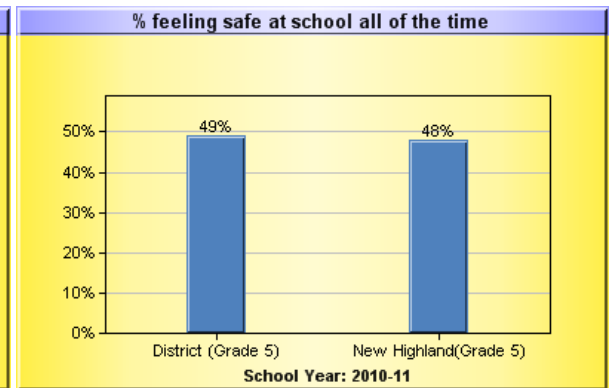
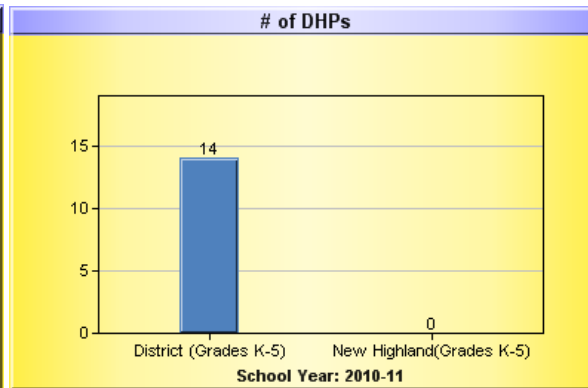
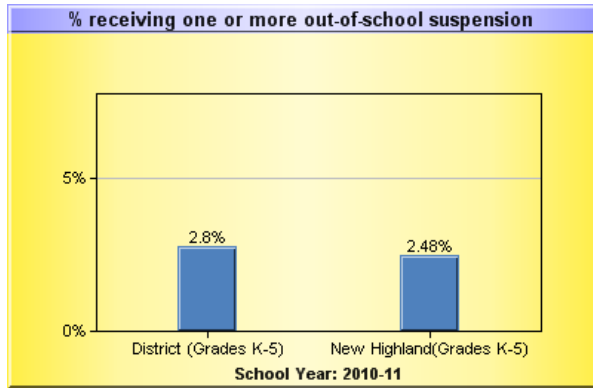
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





Data Analysis

- Consistent with district average, only half of NHA students feel safe all of the time.
- Consistent with district average, only half of NHA students feel safe all of the time.

Theory Action

- Students are healthy, happy and do better in school when the school setting is an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
- All students are more likely to succeed when the school offers a coordinated and integrated system of academic and learning support services
- When students are experiencing difficulty (academic, social, or otherwise), they benefit from early identification and intervention, and when school and family work as a team

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: New Highland Elementary

Principal: ELIZABETH OZOL

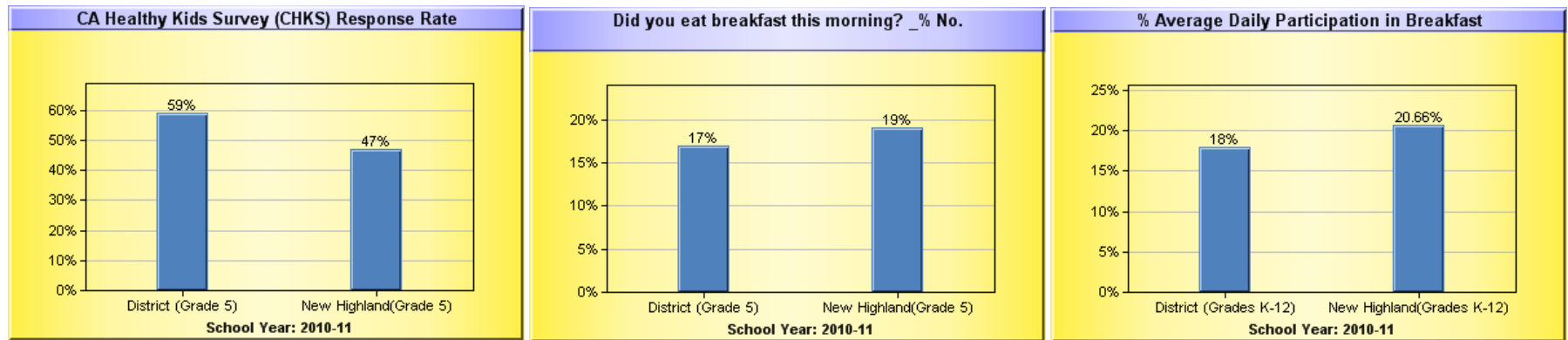
School Quality Standards relevant to this Strategic Priority

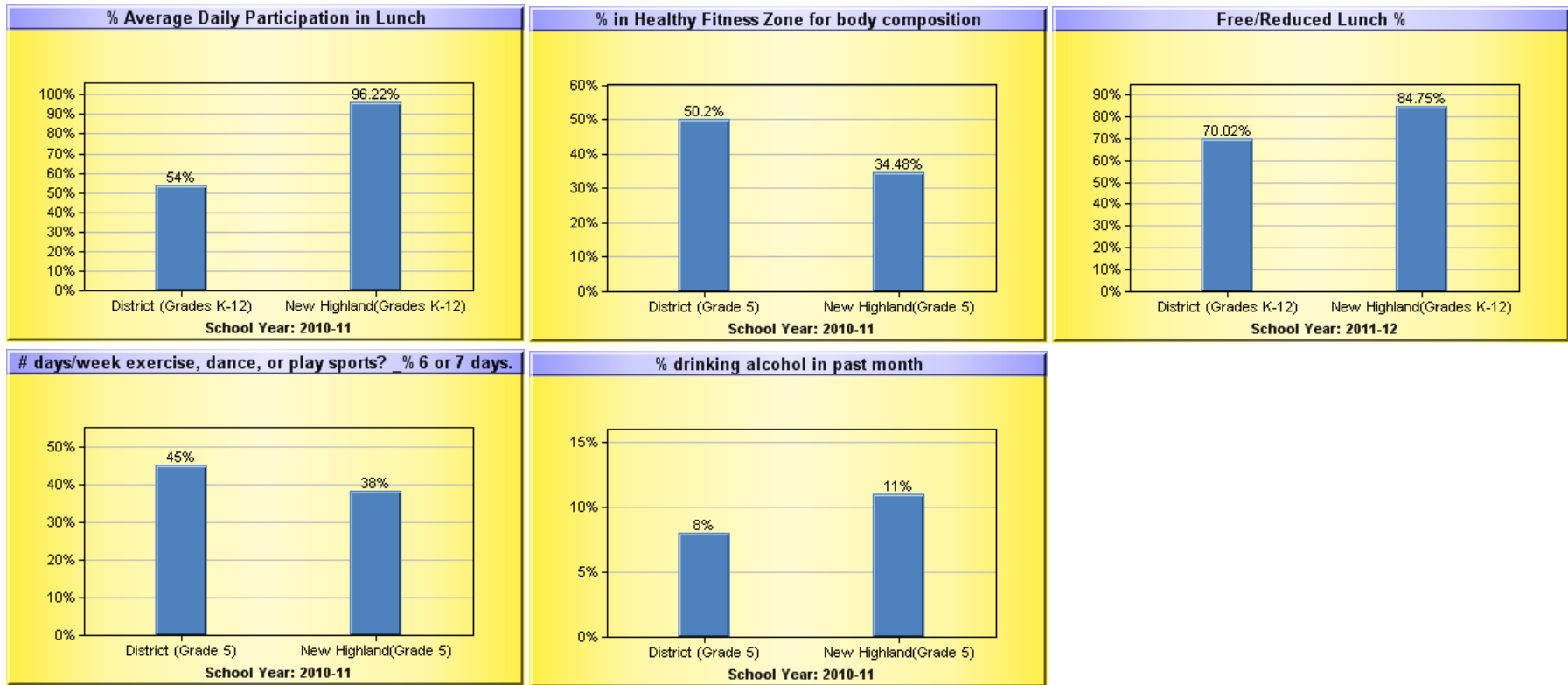
A quality school...

1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.





Data Analysis

- A fifth of our fifth graders did not eat breakfast on the day of the survey.
- A third of our fifth graders were in the "Healthy Body Fitness Zone."
- 11% of our fifth graders had tried alcohol in the past month.
- 38% of our fifth graders exercise 6 or 7 days per week.
- Almost every fifth grader ate lunch.

Theory Action

- Every child can learn and succeed with appropriate support.
- Students can build social/emotional skills through intentional instruction, structured opportunities to interact with peers and adults and lots of opportunities to reflect and practice on their own.
- Supportive intervention for struggling students is key to their behavioral and academic success.
- Every student is a valued member of a caring, respectful and predictable school environment.
- Every student develops lasting, positive relationships with other students and adults in the school.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
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Part-time social worker provides counseling and support for struggling students.	Suspensions, attendance	English Learners	August - June 2012-2013	Principal, counseling team	5/3/2012	125SQI2B179	Social worker provides counseling	3010-Title I		SOCWKR0015	0.2	\$16,563.74
Part-time social worker provides counseling and support for struggling students.	Suspensions, attendance	English Learners	August - June 2012-2013	Principal, counseling team	5/3/2012	125SQI2B1631	Social worker provides counseling	7091-EIA - LEP		SOCWKR0015	0.15	\$12,422.80
Part-time case manager provides counseling & works with families to resolve obstacles to success in school.	Suspension, Attendance	FBB, BB	August-June 2012-13	Principal	5/3/2012	125SQI2B178	Case manager provides counseling and case management of target students	Non-SSC approved			0	\$0.00
Partnership with Lincoln Child Center to provide Medi-Cal funded therapy.	Suspensions	FBB, BB	August-June 2012-13	Principal	5/3/2012	125SQI2B180	Renew MOU with Lincoln	Funded by Community Partner			0	\$0.00
School garden provides opportunities for hands-on learning about healthy foods, nutrition, science and art.		All Students	August-June 2012-13	Principal, ILT	5/3/2012	125SQI2B189		Funded by Community Partner			0	\$0.00
Partnership with Smiles Dentists to provide on-site Medi-Cal funded dental care	List of students provided services	All Students	August-June 2012-13	Principal, nurse	5/3/2012	125SQI2B338	Set up days for dental service	Funded by Community Partner			0	\$0.00
Fruit & Vegetable healthy snack provided 3 mornings per week.		All Students	August-June 2012-13	Cafeteria manager	5/3/2012	125SQI2B339	Snack distributed	Centralized Services			0	\$0.00
Dance class provided for all students for 1/2 year or full year.	CA Healthy Kids Survey	All Students	August-June 2012-13	Principal	5/3/2012	125SQI2B340	Contract with Luna Kids Dance	N/A			0	\$0.00
Availability of salad bar encourages consumption of more fresh fruits & veggies.	CA Healthy Kids survey	All Students	August-June 2012-13	Cafeteria manager	5/3/2012	125SQI2B341	Healthy food choices	Centralized Services			0	\$0.00

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: New Highland Elementary

Principal: ELIZABETH OZOL

School Quality Standards relevant to this Strategic Priority

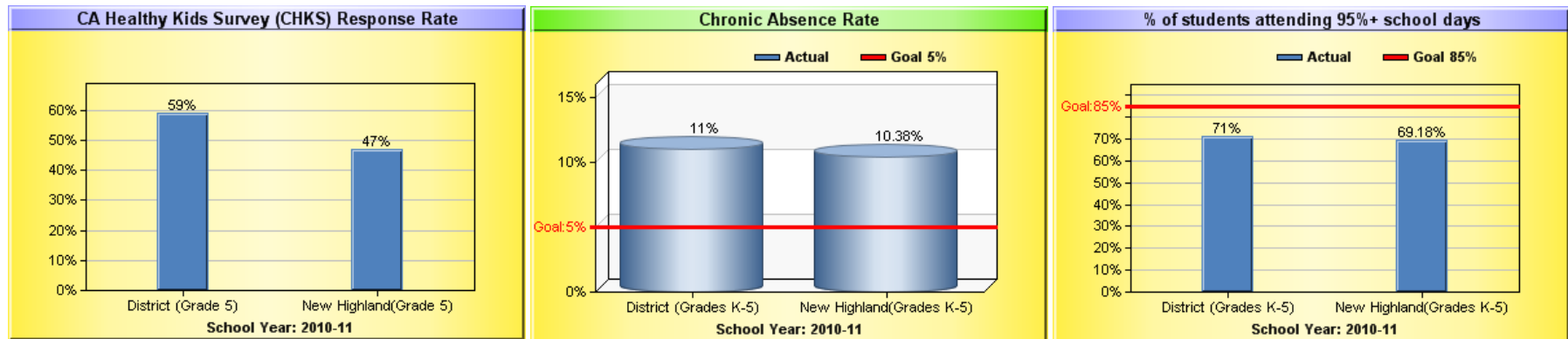
A quality school...

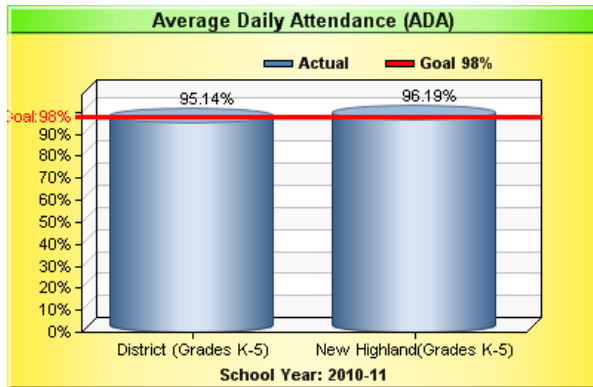
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





School Data

- There were X suspensions in the 2010-2011 school year.

Data Analysis

- Only 45% of African American students have satisfactory attendance (28 out of 62)
- As a grade, Kinder has the lowest satisfactory attendance at 53% (only 32 out of 60 have satisfactory attendance)

Theory Action

- Recognize and celebrate perfect and improved student attendance like we recognize academic achievement.
- Engage families and community partners in understanding the importance of attendance and finding solutions.
- Promote parent-to-parent engagement and support regarding attendance.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Engage parents and community in improving student attendance through parent events	Monthly attendance	All Students	August-June 2012-13	Ozol	4/23/2012	125SQI2C224		N/A			0	\$0.00
Teachers call families the day the student is absent to find out why and offer support.	Monthly attendance	All Students	August-June 2012-13	Ozol	4/23/2012	125SQI2C225	Daily calling of absent students	N/A			0	\$0.00
Case manager and other behavioral health team work to support students with behavioral difficulties to avoid suspensions.	Monthly suspension data	English Learners	August-June 2012-13	Ozol, Few	4/23/2012	125SQI2C345	Weekly meetings with students and push-in to support transitions	7090-EIA - SCE		CSEMGR0017	0.2	\$21,437.43
Case manager and other behavioral health team work to support students with behavioral difficulties to avoid suspensions.	Monthly suspension data	English Learners	August-June 2012-13	Ozol, Few	4/23/2012	125SQI2C1626	Weekly meeting with EL students with push-in to support transitions	7091-EIA - LEP		CSEMGR0017	0.2	\$21,437.43
Focus on outreach and education of K-1 parents												

where chronic absence rates are high in order to set a pattern for the rest of students' elementary years	Monthly attendance	All Students	August-June 2012-13	Ozol	4/23/2012	125SQI2C3871	Parent meetings and phone calls	N/A			0	\$0.00
Offer individual and class incentives for good attendance - fancy pencils and certificates of recognition, pizza parties for class attendance	Monthly attendance	All Students	August-June 2012-13	Ozol, Padilla	4/23/2012	125SQI2C3872	Periodic awards for good attendance	N/A			0	\$0.00
Monthly COS team meeting and meetings with admin staff to review attendance and plan next steps for targeted students	Monthly attendance	All Students	August-June 2012-13	Ozol, Few	4/23/2012	125SQI2C3873	Monthly meetings to review students with attendance problems	N/A			0	\$0.00

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: New Highland Elementary

Principal: ELIZABETH OZOL

School Quality Standards relevant to this Strategic Priority

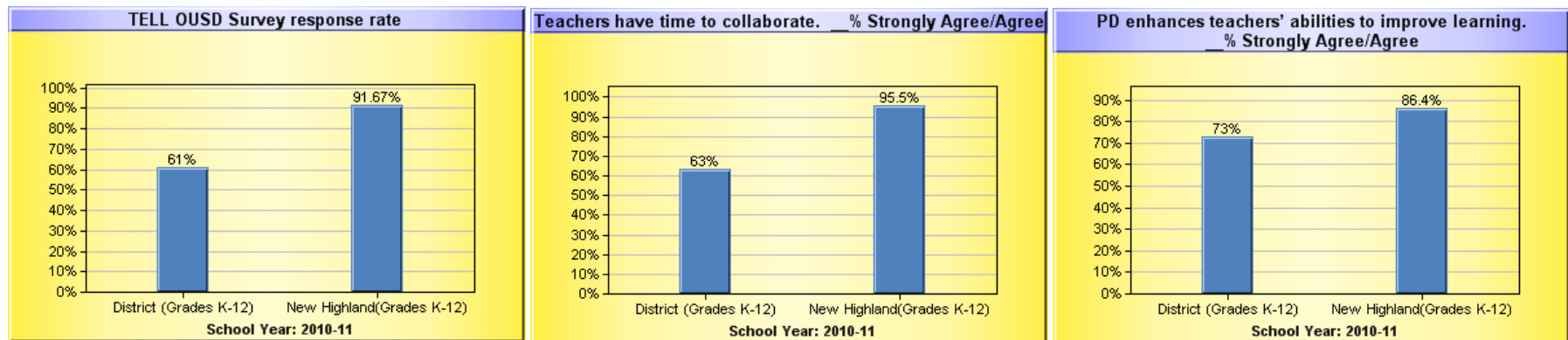
A quality school...

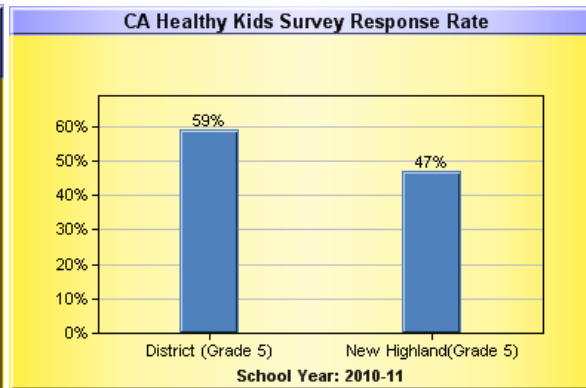
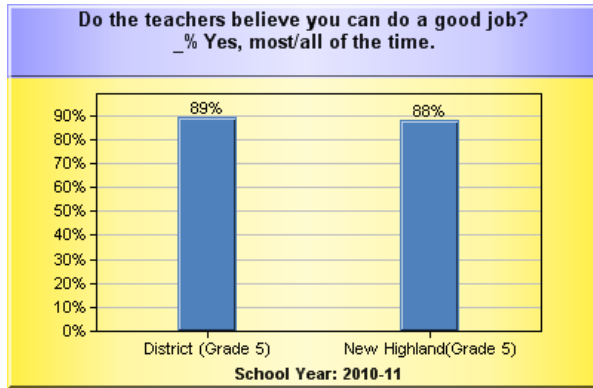
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Data Analysis

- 95% of NHA teachers believe they have time to collaborate
- 86% of NHA teachers believe that PD enhances their professional work (13% higher than district average)
- 88% of 5th grade students feel teachers believe in their ability to do the work at a high level

Theory Action

- Teacher leadership is essential to determining "the work" of the school.
- When teachers partner with the administration to analyze data, assess needs, design and evaluate PD, we have a better chance of meeting our students' needs.
- We will get better student outcomes when a grade level team plans together, designs collective lessons and units, and common assessments.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Teachers learn from each other through common focus on Reading Comprehension				Principal & faculty	3/18/2012	125SQI3A1637	PD & coaching by peers	Funded by Community Partner			0	\$0.00
Principal meets weekly with grade level PLC's to conduct results-oriented cycles of inquiry				Principal & faculty	3/18/2012	125SQI3A1638	weekly PPLC's	Funded by Community Partner			0	\$0.00

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: New Highland Elementary

Principal: ELIZABETH OZOL

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- Strong ties with families support student success.
- Children and adults are both learners and teachers.
- Students and families who speak more than one language are empowered communicators.

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Partnership with OUSD adult ed. provides Family Literacy classes.	Attendance	English Learners	August-June 2012-13	Principal	5/3/2012	125SQI4A191	Provide space & support for Family Literacy class	Centralized Services			0	\$0.00
Kinder team provides monthly parent/family events with food and teachers model literacy & math activities for parents.	Sign-ins	All Students	August-June 2012-13	Principal, kinder team	5/3/2012	125SQI4A192		N/A			0	\$0.00
Quarterly family nights such as Family Art Night, Science Night, etc. offer fun, educational opportunities for students, families and teachers to interact.	Sign-ins from events		August-June 2012-13	Principal	5/3/2012	125SQI4A193	plan quarterly events	N/A			0	\$0.00
Expand academic involvement thru SSC/ELAC	Meeting sign-ins	All Students	August-June 2012-13	Principal	5/3/2012	125SQI4A195	Refreshments for meetings	9901-Title I - Parent Participation	4311-MEETING REFRESHMENTS		0	\$865.62
Bilingual parent liaison provides translation for teacher communications, report card conferences,	% parents attending report card	English Learners	August-June 2012-13	Principal	5/3/2012	125SQI4A1627	Bilingual parent liaison	9901-Title I - Parent Participation	5825-CONSULTANTS		0	\$1,000.00

etc.	confs.											
Bilingual parent liaison provides translation for teacher communications, report card conferences, etc.	% parents attending report card confs.	English Learners	August-June 2012-13	Principal	5/3/2012	125SQI4A1633	Bilingual parent liaison	7090-EIA - SCE	5825-CONSULTANTS		0	\$5,200.00
Bilingual parent liaison provides translation for teacher communications, report card conferences, etc.	% parents attending report card confs.	English Learners	August-June 2012-13	Principal	5/3/2012	125SQI4A1634	Bilingual parent liaison	7091-EIA - LEP	5825-CONSULTANTS		0	\$1,600.00

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: New Highland Elementary

Principal: ELIZABETH OZOL

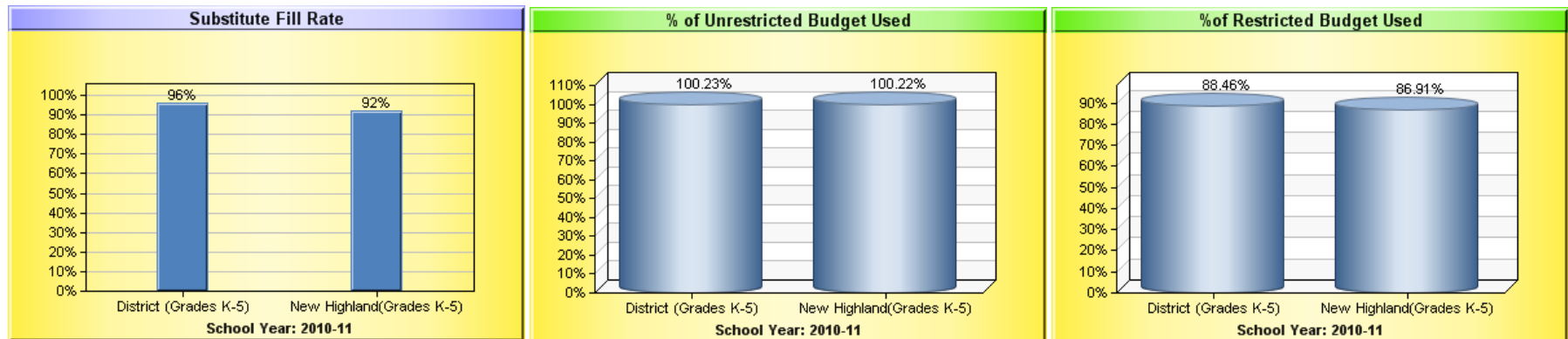
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



Data Analysis

- New Highland's sub fill rate is slightly lower than the district average
- New Highland spends 100% of its GP funds
- New Highland is on par with the district average of spending 86% of categorical funds; 14% were not spent

Theory Action

- All resources should support New Highland's vision of students meeting or exceeding grade level standards, communicating effectively orally and in writing, and being compassionate members of their community

Strategies	Indicators	ST Group	Timeline	Owner	Date	Item#	Strategic Action	Budget Res.	Obj. Code	Position	FTE	Budget Amount
Staff and SSC discuss all aspects of site budget allocations and determine priorities.		All Students		Principal, staff & families	3/18/2012	125SQI5A1636	Discuss and monitor spending	N/A			0	\$0.00

Type into the gray boxes, then print and sign.

**ASSURANCES
2012-2013**

**School Site: New Highland Academy
Site Number: 125**

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English Learner data, priority needs, and suggested improvement strategies on April 27, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on May 1, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective councils/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:

Yolanda Magaña

SSC Chairperson's Signature

Yolanda Magaña

SSC Chairperson's Name (printed)

5-1-12

Date

Rosalba Flores

ELAC Chairperson's Signature

Rosalba Flores

ELAC Chairperson's Name (printed)

4-27-12

Date

Liz Ozol

Principal Signature

Liz Ozol

Principal's Name (printed)

5-1-12

Date

Kimi Kean

Executive Officer's Signature

Kimi Kean

Executive Officer's Name (printed)

5/1/12

Date

Susana Ramirez

Director, State & Federal Compliance Signature

Susana Ramirez

Director, State & Federal's Name (printed)

6/8/12

Date

School Site Council Membership Roster – Elementary School

School Name: New Highland Academy

School Year 2011-2012

Chairperson: Yolanda Magaña	Vice Chairperson: Ditisha Law-White
Secretary: Joanna Davis	<u>DAC Representative:</u>

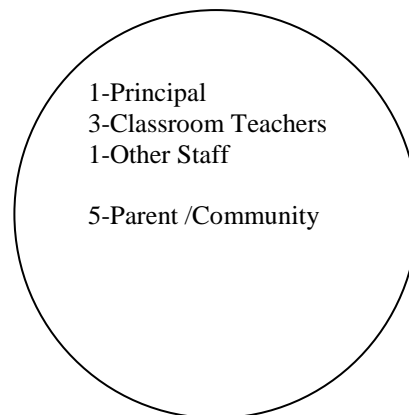
Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent/Comm
Liz Ozol	8521 A Street, 94621	X			
Herman Few	8521 A Street, 94621			X	
Tracy Dordell	8521 A Street, 94621		X		
Julie Palacios	8521 A Street, 94621		X		
Joanna Davis	8521 A Street, 94621		X		
Sandra Alvara	8521 A Street, 94621				X
Yolanda Magaña	8521 A Street, 94621				X
Juana Garcia	8521 A Street, 94621				X
Blanca Uribe	8521 A Street, 94621				X
Ditisha Law-White	8521 A Street, 94621				X
DAC Representative					
Home Ph.	Email:				

Meeting Schedule	1 st Tuesday of the month
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SSC Legal Requirements:

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



New Highland Academy Title I School Parental Involvement Policy 2012-2013

Involvement of Parents in the Title I Program

New Highland Academy agrees to implement the following statutory requirements:

- The school will jointly and regularly develop with parents a School Parent Involvement Policy in a language and format the parents and community can understand.
- The school will jointly develop with parents the school's Home-School Compact as a component of its School Parent Involvement Policy.
- **Accessibility:** parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, and must include parents with limited English proficiency, parents with disabilities, and parents of migratory students.

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:

- 1) Offers a flexible number of meetings for parents, and involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I Part A programs and the Title I School Parent Involvement Policy.
 - Monthly ELAC and SSC meetings provide parents with information about NHA's Title 1 programs and opportunities for questions and discussion.
 - NHA's Annual Title 1 Meeting provides in-depth review of all components pertaining to the Title 1 Program and compliant use of Title 1 funds to support student achievement.
 - 2) Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding the following topics:
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
 - Academic proficiency levels students are expected to achieve
 - The requirements of the Title 1 Program
 - How to monitor their child's progress
- NHA holds an annual Student Achievement Celebration night to share the results of the previous year's CST and to review our students' and school's progress over multiple years.
 - Each grade level holds a beginning of year parent meeting to explain the expectations for the school year in terms of behavior, academics and other dimensions of student achievement.
 - Teachers hold individual report card conferences with families to explain the content and achievement standards, the state and district's assessments, and the levels of proficiency expected.

- Among the topics of the monthly parent workshops offered is how to understand the standards and assessments and how to monitor your child's progress.
- 3) Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement.
 - In cooperation with OUSD's Adult Ed Dept., New Highland offers a parent education class on site - Family Literacy. This course has an embedded focus on how parents can support their children's academic success as well as teaching parents to speak, read and write English.
 - Teachers and grade level teams offer "make and take" workshops for parents to learn activities and strategies that they can use at home to support their child's learning.
 - Family Art Night, Academic Bingo Night and other school-wide events provide experiences and activities that families can do at home in support of their students' academic achievement.
 - 4) Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners.
 - Staff professional development includes topics such as how to partner effectively with your students' parents/caregivers, strategies to promote positive two-way communication, etc. A panel of Title 1 parents will be invited to share with faculty the ways the school works effectively with parents, and the ways that our school can improve.
 - 5) 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.
 - NHA has a schoolwide Title 1 program, so all Title 1 activities are advertised to and targeted to all parents.
 - Special school events are promoted at regular monthly parent meetings such as SSC and ELAC.
 - 6) 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.
 - Students bring home school bulletins in English and Spanish that communicate important school news and advertise upcoming events.
 - The annual Title 1 parent meeting provides detailed hand-outs in English and Spanish about our school's programs.
 - 7) Provides support, during regularly scheduled meetings, for parental activities requested by Title I Program parents.
 - NHA periodically surveys parents/caregivers to determine what themes and topics are most of interest for parent education and workshops, and then works with OUSD's Adult Ed. Dept. and other community based organizations to respond to parent requests.
 - At monthly meetings of the ELAC and SSC, time is always allotted for questions and discussion on topics brought up by parents/caregivers.
 - 8) Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

Annual Title I Meeting

- 1) New Highland Academy will convene an annual Title I meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan

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.

Attach a copy of the School-Parent Compact to this policy.

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:

- Presented, discussed, revised with parents from CBET/ESL class, April 14, 2010
- Presented, discussed, revised with parents attending ELAC meeting, April 26, 2010
- Presented, discussed, revised with parents attending SSC meeting, April 20 and 27, 2010

This policy was adopted by the New Highland Academy School Site Council on November 1, 2011 and will be in effect for the period of September 2011 to June 2012. The school will distribute this policy to all parents of participating Title 1, Part A, children on after September 1, 2012. It will be made available to the local community by November 1, 2012. New Highland Academy's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(principal's signature)

(date)

New Highland Academy Elementary School Compact

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.

Staff 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.

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.

Family/Parent 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.

Student

Teacher

Parent/Guardian