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

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Board Meeting Date	August 26, 2020
Subject	2020-2021 School Plan for Student Achievement (SPSA)

Action	Approval by the Board of Education of the 2020-2021 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 ● Title IV, Parts A and B ● After School Education and Safety (ASES)
Attachment	2020-2021 School Plan for Student Achievement (SPSA) for New Highland Academy

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2020-2021 School Plan for Student Achievement (SPSA)

School:	**New Highland Academy**
CDS Code:	1612596001903
Principal:	Clara Roberts
Date of this revision:	5/7/2020

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:	Clara Roberts	**Position:**	Interim Principal
Address:	8521 A Street	**Telephone:**	510-729-7723
	Oakland, CA 94621	**Email:**	clara.roberts@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2020
The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

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

[X] Title I Schoolwide Program	[X] Additional Targeted Support & Improvement (ATSI)	[X] LCFF Concentration Grant
[ ] Title I Targeted Assistance Program	[X] After School Education & Safety Program (ASES)	[ ] 21st Century Community Learning Centers
[ ] Comprehensive Support & Improvement (CSI)	[X] Local Control Funding Formula (LCFF) Base Grant	[ ] School Improvement Grant (SIG)
[ ] Targeted Support & Improvement (TSI)	[X] LCFF Supplemental Grant	[ ] 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: May 7, 2020

Jody London, President, Board of Education 8/27/2020

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

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

Signatures:

Kyla Johnson Trammell, Secretary
Board of Education 8/27/2020

Principal	_signature_	5/21/20 Date
SSC Chairperson	Brenda Rowe _signature_	5/21/20 Date
Network Superintendent	Monica Thomas _signature_	5/26/2020 Date
Director, Strategic Resource Planning	Lisa Spielman _signature_	5/26/2020 Date

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/27/2020	ILT	Discussed process of site planning
2/10/2020	Coaches Meeting	Began filling in data about trends of strength and concerns and started thinking about action plan
2/18/2020	ILT	Completed root cause analysis, identified instructional "big rocks" as designated ELD, Intergrated ELD-Academic Discussion, EL Implementation
2/19/2020	Staff Meeting	Collected feedback from staff on the identified big rocks
2/24/2020	ILT	Analyzed feedback from staff, reviewed 3 year plan for integrated/designated ELD to assess current level of implementation, started naming practices in site plan.
4/22/2020	ILT	Looked at latest data and reviewed root causes, worked on action planning.
4/27/2020	ILT	Reviewed completed sections of site plan to get ILTs feedback and make adjustments. Reviewed standarda based planning section and language and literacy. Asked ILT what resonates, what questions they have, and any additions or changes they want to make.
4/29/2020	PBIS	Completed root cause analysis for student supports and working on theory of change for conditions for student learning.
4/29/2020	ILT	Shared work from PBIS team. Review trends of strength/concern conditions for adult learning. Started theory of change.
5/6/2020	PBIS	Worked with Community Schools Manager on actions for student learning. Reviewed actions for student learning with PBIS team.
5/7/2020	SSC	SSC approval

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$120,460.00
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	$615,578.00

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)	$117,924.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$19,949.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$2,536.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$283,900.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$76,820.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$114,449.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$0.00	TBD
			Measure G (Measure G #9334)	$0.00	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
SUBTOTAL OF FEDERAL FUNDING:	**$120,460.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$495,118.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$615,578.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: New Highland Academy	**School ID:** 125

School Description

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

School Mission and Vision

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

We will do this by:

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

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

Focus Area:	Priority Strengths	Root Causes of Strengths

| College/Career Readiness | -3rd-5th SRI Growth Goals:
44% meeting growth goals +11% compared to last year at midyear
Math IAB:
meeting exceeding target overall, +18ds compared to last year
ELA IABs :
meeting/exceeding dfs target for November in some grades, 4th +8dfs above target, 5th +20dfs above target
meeting/exceeding dfs tartget for March overall & +22dfs compared to last year, 4th +31dfs above target, 5th +46dfs above target
-5th grade improved from last year to this year in multiple measures:
SRI proficiency +4%, SRI multiple years below -3%, +14% meeeting growth goals, Lit. IAB +7 dfs, Math IAB +10 dfs, Info. IAB +88dfs
-4th grade improved from last year to this year in:
+23dfs Info. IAB
-MOY Bilingual Kinder Nonsense Word Fluency 58% Meeting/Exceeding
-Nonsense word reading First grade 58% Meeting/Exceeding | -We are in our 2nd year of implementing a school wide differentiated block. Students now have had more SIPPS instruction in previous grades and SIPPS is being implemented more consistently. In K-2 differentiated block has also increased fluency practice and moving up levels of phonemic awareness/phonics.
-The implementation of the differerntiated block has also supported small group work on reading comprehension. By selecting focal students and focal standards, based on IAB and SRI data, and providing targeted instruction with clear objectives including developing academic vocabulary, using context clues to determine meaning of unknown words, making inferences using evidence, and written responses has helped us reach our targets on 4th and 5th grade IABs and supported improvements in meeting growth goals on SRI.
-Frequently tracking and monitoring our progress towards SRI goals has helped teachers and students to set goals with students to build efficacy. Similarily, by administering a pre and post IAB teachers and students gained familiarity with IABs.
-We reached our growth targets and improved in meeting SRI growth goals are starting implementation of Expeditionary Learning (EL) in January. Using a backwards design model to internalize our curriculum has helped to focus instruction on the highest leverage standards. Unpacking the curriculum and administering the IAB pre assessment supported the identification of focal standards and specific skills stuedents need to be able to do. The combination of focal standards and clear objectives in the curriculum have supported students to understand what they are learning. |

Focal Student Supports	-*3rd SRI:* +5% ELs meeting proficiency from 2019 to 2020 -*5th SRI:* -9% ELs out of multiple years below from 2019 to 2020 -*Whole School ELs:* +44dfs above target on Narrative IAB, +56dfs above target on Info. IAB	-Our differentiated block has supported these students. This includes small group instruction with tutors, TSAs and teachers all supporting students at their phonics level. -For the past 3 years we have focused on integrating ELD, literacy, and science. This has supported the development of academic vocabulary and language across multiple subjects. Additionally, we have focused on ELD instruction and completed at least 1 cycle of PD dedicated to designated ELD for the past 3 years. Thematic based instruction has also allowed us to do develop students related lanague through multiple forms of expression including art, dance, and garderning.
Student/Family Supports	-*CHKS survey:* 80% connectedness -*Chronic Absence:* Bilingual track has 3 or fewer chronically absent students -*Tiered Fideltity Inventory (PBIS):* Improved from 46% to 58% on prompting desired behaviors, improved from 33% to 67% on using multiple strategies to discourage innapropriate behaviors	-Whole staff professional development, two cycles of PD on focal indicators, also showed improvment because there was a clear lens, short timeline, pre and post learning walks for accountability, increase support around PBIS, self assessment, and the cycle was connected to academic work -School wide core values and expectations are established, widely known, and reviewed including by: starting Monday morning whole school meeting, assessemblies, buidling staff skills and habits through self assessment and PBIS coach of school wide core values
Staff Supports	-*Teacher Retention:* 6 of 16 teachers are returning staff who have been in the profession for at least 4 years. 4 of 6 have been at New Highland. 2 coaches have been at New Highland for the past 3 years (Early literacy coach for 4 years) -*Staff CHKS:* 73% most/nearly all staff have close professional relationships, 88% most/nearly all staff treat each other with respect	-Scheduled time in for collaboration with grade level teams and coaches/intervention teachers that includes a 50 minute weekly PLC and a monthly 2 hour extended planning time. -New and returning teachers are active on committees including the ILT, School Culture, FC, family enagement.
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**

College/Career Readiness	*Whole School SRI growth goals: significantly below goal of 85% (Whole school 44%, 3rd-32%)* *Whole School SRI proficiency:* about the same as last year at this time Mid year 17%, last Jan. 16% *Whole School Lit. IAB:* Fall 2019 -94 (-6 pt. decrease from 2018) *3rd Grade Info IAB:* -23dfs decrease from 2018, -31dfs below target *Whole School Math IAB:* Fall 2019 -92 (-21 pt. decrease from 2018) 10% of SEI Kinder students proficient on Word Reading Fluency (Class with no teacher) 20% First Grade SEI ORF Meeting/Exceeding (Class with 2 years in a row of no teacher for months)	-Changes to staffing and teacher vacancies affected professional development, intervention, and coaching time. Because we had 10 new teachers this year we spent more time in professional development and coaching focused on classroom management. -Before EL implementation in January teachers were developing integrated units. We did not have already planned systematic instruction in domain specific and academic vocabulary, rigourous questions for complex texts, and imbedded formative assessments. This was a substantial time committment that took time away from lesson planning and was especially challenging for new teachers. Because of this, tasks were not always aligned to the standards; we needed more understanding of the standards, what students need to be able to do to demonstrate mastery of that standard, and how students would be assessed (including IABs and SBAC). -PLCs have focused on tracking benchmark data but have spent less time analzying formative assessments, we need more analysis of weekly data in order to re-engage with gaps in students skills before benchmark assessments. -Still have many students coming into 3-5th grades below 2nd grade level in their phonics knowlededge. This is only our 2nd year our school wide differentiated block and implementation in prior years has been inconsistent. Additionally we have new teachers who are learning SIPPS for the first time. In some grade levels, instructional minutes make scheduling a full hour for differentiation difficult making it challenging for teachers to teach two groups. -In K &1 and students in 2nd grade who are below grade level have gaps in phonemic awarness

| *Focal Student Supports* | -ELs SRI Proficiency 5% compared to 17%
-ELs SBCA ELA: -24dfs compared to overall
-ELs IABs ELA: -9dfs (narrative) compared to overall -21dfs on Info IAB
-ELs SBAC Math: -14dfs compared to overall
-ELs IABs Math: -9dfs compared to overall
-10.6 reclassification rate: about 6% below goal | -Since starting a new curriculum the focus has been on implementing EL, because of this, implementation of designated ELD has been inconsistent. We also are learning how to adapt our ELD time so that it is integrated with EL.
-ELs equitable participation in class discussions varies across classrooms. Teachers have not recieved enough professional development in integrated ELD. We started a cycle focused on academic discussion at mid-year but before this we were not explicitly teaching talk protocols and ELs talk in class was inconsistent. Learning walk data from this cycle shows we still are not identifying exemplar responses, consistently using sentence frames, and modeling talk protocols.
-Our PD on academic discussion was still primarily focused on management and setting up conversations. We need to go deeper into eliciting and responding to student thinking
-37 newcomer students in K-5 have not recieved consistent and equitable support. 3-5 newcomers recieve phonics and lanauge small group support, K-2 newcomers recieve supports embedded in the differentiated block. 3-5 TSA has not been able to consistenly work with groups due to teacher vacancies, having to sub, and other responsibilities. |

Student/Family Supports	-*Suspension:* Increased overall suspenision by 1.9% to 2.7%, Increase Af. Amer suspension by 6.9% -*Chronic Absence:* Increased chronic absence for African American students by 6% (to 42%, Mid-year) from the 2017-18 non-strike baseline year, Increased chronic abesence for all students by 4% (Mid Year) to 18.1% -*Tiered Fideltity Inventory (PBIS):* Below goal of 70% on key indicators: 58% on prompting desired behaviors, 58% using positive narration, 67% on using multiple strategies to discourage innapropriate behaviors	-Due to 3 teacher vacancies the STIP sub was only able to cover 1 class and some parents took students home in the absense of a teacher, or students have to be split up or removed from their class and because of this parents took their child home -We had a new principal who was learning structures and systems for PBIS for the first time and then left mid-year so a new principal had to re-establish order. Our responses to both in class and out of classes responses to behaviors are inconsistent. -Teachers need more skill in able to de-escalate students who are becoming

| Staff Supports | -*Teacher retention:* 10 out of 16 teachers and new this year, 7 are new to the profession. 2 of 14 classroom teaching positions were vacant at the beginning of the year (1st and 2nd Bilingual) 2 of 14 classroom teaching positions became vacant during November (one 4th grade teacher on maternity leave, one Kindergarten teacher left due to illness)
-*Staff CHKS:* 58% strongly agree/agree the school is an inviting and supportive place to work, 46% strongly agree/agree school promotes personnel participation in decision making
-Variability between grades in student outcome data and variability between classes in instruction and student achievment | -One root cause related to teacher retention is inconsistent leadership and that our leadership team was not consistently aligned and communicating a clear message. Because teachers want to be involved in decisions but because systems to support collaboration are in developing stages it is harder to become united around a clear message. We did not have an ILT 3 years ago and are in the process of re-buidling an ILT and systems that support communication and collaboration between teachers and leaders.
-We also had vacancies that affected supports for teachers and students including, turnover in community schools manager postion, SPED teacher vacancy for first half of they year, and classroom teacher vacancies. Lack of classroom teachers put a strain on everyone, as others, including leaders, coaches, prep teachers, stip sub, tutors etc. filled these roles. Because of this important times for teachers to plan and work together such as extended planning time or weekly professional learning communities (PLCs) got cancelled, changed, or were not supported by coaches or leaders.
-There is a range of understandings about what professional learning communities (PLCs) are, their purpose, what should happen during them, and how they operate. Additionally, having to develop our own units led to different ways and various skill levels of the people approaching that task. This was partly because we had turn-over and new teachers learning this for the first time |

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	All students will continuously grow toward meeting or exceeding standards in math and reading.				

Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	n/a	n/a	85.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	13.6%	n/a	90.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	-93.5	n/a	-65.0
Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	47.1%	n/a	35.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.

SBAC Math	All Students	+15 points DF3	-92.8	n/a	-55.0
CAST (Science)	All Students	TBD	3.6%	n/a	TBD

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	All students, especially students with disabilities, ELs and African American students, demonstrate accelerated growth.				

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target

SBAC ELA	Students with Disabilities	+20 points DF3	-130.2	n/a	-95.0
SBAC ELA	English Learners	+20 points DF3	-116.8	n/a	-85.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	46.6%	n/a	35%
Instructional Focus Goal:	*All students continuously grow towards meeting or exceeding standards in Math and Science.*				
SBAC Math	Students with Disabilities	+20 points DF3	-104.7	n/a	-70.0
SBAC Math	English Learners	+20 points DF3	-105.3	n/a	-75.0
Instructional Focus Goal:	*English Learner students continuously develop their language, reaching English fluency in six years or less.*				
ELL Reclassification	English Learners	Reclassify 16%	10.6%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	0.0%	n/a	10.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)					
School Goal for May 2023:	All students and families, especially students with disabilities and African American students, feel welcomed, safe, healthy and engaged at NHA.				
Instructional Focus Goal:	*All students build relationships to feel connected and engaged in learning.*				
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
Connectedness	All Students	+5pp	79.6%	n/a	90.0%
Suspensions	All Students	-2pp	1.3%	n/a	1.0%
Suspensions	African-American Students	-2pp	3.5%	n/a	2.0%
Suspensions	Students with Disabilities	-2pp	0.0%	n/a	0.0%
Chronic Absence	All Students	-2pp	36.0%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	61.5%	n/a	15%

1D: IDENTIFIED NEED

Instructions: 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: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Students at NHA do not have equitable access to opportunities or effective and experienced teachers relative to other students in OUSD. In 2019-20, there was over 50% turnover in teaching staff, and all new teachers had little, if any experience, and several were on emergency permits. Some were not hired until November, leaving students with substitutes for long periods. Vacancies persisted throughout the year. This impacts the quality of instruction, and puts a strain on the other resources of the school. To mitigate, we are trying to hire early, and are trying to provide more PD on classroom management, as well as providing more curricular guidance.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE		
School: New Highland Academy	**SPSA Year Reviewed:** 2019-20	**SPSA Link:** 19-20 SPSA

2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)

19-20 Language & Literacy Priority:	Standards-Driven Planning (ELA)
Theory of Change:	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.
Related School Goal:	Improvement on students meeting growth goals on SRI and improvement on DFS in IABs and SBAC

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

In August, we implemented complex text lessons by providing teams with related read alouds to the unit content. As an ILT we developed a year long scope and sequence that was aligned to the science content and developed a unit planning tool and process. We provided professional development (PD) in backwards planning that started with understanding the key learnings from the science content, using related read alouds to plan literacy and ELD lessons using those texts, and planning evidence based end of unit writing assessments. We also provided time in PD and PLCs to plan text dependent questions and tasks for the read alouds. In the middle of trimester one we saw that the context at the school had changed and that the time commitment involved was especially challenging for new teachers. We began implementation of Expeditionary Learning in January so that we could be sure to have a standards aligned curriculum consistently taught across the school.

What evidence do you see that your practices are effective?

-Improvement in percentage of students meeting growth goals
-4th and 5th grade on target to meet IAB goals
-4th and 5th grade impoved DFS in 2nd IAB administration after starting EL.
-ELs above target on both adminstrations of IABs

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

We will continue to focus on backwards design but with EL implementation. This will be found in the standards based planning section of the SPSA. We will add a focus on academic discussion that will be addressed in the langauge and literacy part of the SPSA.

19-20 Standards-Based Instruction Priority:	Standards-Driven Planning (Math)
Theory of Change:	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.
Related School Goal:	Improvement in DFS on Math IABs and SBAC.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Our context this year changed because we had many new teachers. This resulted in needing to spend more time in professional development on classroom management. Additionally we needed to focus on standards based planning with EL once we decided to pilot a new curriculum. We did provide training on ST math and supported implementation by adding ST math to instructional minutes. We also provided time to plan math units during extended planning time.

What evidence do you see that your practices are effective?

-Exceeded target for math IAB in March +8dfs above target at -68.
-Exceeded target for math IAB is March for ELLs +50 above target at -89

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

We will continue to focus on ST math implementation and backwards planning math units. This is addressed in standards based planning. We will also focus on academic discussion in all content areas. This is addressed in the langauge and literarcy section.

19-20 Conditions for Student & Adult Learning Priority:	**Multi-Tiered Systems of Support (MTSS)**
Theory of Change:	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.
Related School Goal:	All students will build relationships to feel connected and engaged in learning.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We completed two cycles of professional development focused on implementing tier 1 practices of PBIS. We also provided 2 sessions of professional learning on a trauma informed approach. We continued monthly assessmblies to recognize positive behaviors and academic achievements. We also started a weekly reward system recognizing perfect attendance. This year we also started Monday morning announcements to review expectations, celebrate birthdays, and connect as a school community. Finally, we continue to use school wide expectationas and incentives (scholar dollars) and rewards (scholar dollar raffle, picnic on the green) to build positive school climate.

What evidence do you see that your practices are effective?

-CHKS survey: 80% connectedness
-Tiered Fideltity Inventory (PBIS): Improved from 46% to 58% on prompting desired behaviors, improved from 33% to 67% on using multiple strategies to discourage innapropriate behaviors

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

We will continue with this goal but add a focus on restorative practices. This will be found in student supports section of the action plan. We will move academic support to standards based planning and designated ELD section.

19-20 Conditions for English Language Learners Priority:	EL Reclassification
Theory of Change:	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 reclassificaiton 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.
Related School Goal:	All English Learners will develop fluency in English in 6 years or less.

Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

We provided a cycle of professional learning focused on designated ELD using sentence patterning and sentence unpacking. During this cycle we also identified a weekly lesson seriers for designated ELD. Our implementation of integrated units supported students to use academic language related to the content in literacy, science, and ELD. We did not provide sufficient PD on glad stagies or other integrated ELD stategies. When 3-5 started implementing EL in January we did provide whole school PD on talk protocols and conversation cues.

What evidence do you see that your practices are effective?

-Whole School ELs: +44dfs above target on Narrative IAB, +56dfs above target on Info. IAB

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

We will expand our learning around academic discussion as our target integrated ELD practices. See section on language and litarcy. This goal will remain focused on developing our designated ELD program using the key startegies of language dives/sentence unpacking, sentence re-packing, and sentence patterning charts.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

No, there were no departures.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: New Highland Academy	**School ID:** 125

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

School Priority ("Big Rock"):	PBIS implementaton and Resorative Practices
School Theory of Change:	If we implement PBIS and restorative practices we will strengthen adult competency and capacity to foster positive relationships and create a safe learning community. As a result, students, families, and community members will feel welcome, safe, and connected to one another, their classroom and the school.
Related Goal(s):	All students build relationships to feel connected and engaged in learning.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	School wide proactive steps: 1. All adults teach and model school wide expectations and routines for every target area 2. Routinely use consistent language to remind, re-direct, and recognize positive behaviors to all students 3. Participate in and prompote the school wide incentive system (scholar dollars/scholoar dollar raffle/assemblies)	1. Hold monthly culture and climate team meetings. (2x monthly funding permitted) 2. Work with culture and climate team to revise/teach lessons for each area. 3. Lead school wide PBIS lesson rotations at the beginning of the year and as needed. 4. Lead school wide assemblies 5. Support all adults to ensure ongoing teaching, modeling, and consistent language. Use checklists and observation data to provide feedback to all staff in order to build shared understandings across the school	Students know school wide rules, TFI data, calendar allocates time for teaching PBIS lessons, CHKS survey, improved attendance	

1-2	Classroom proactive steps: 1. Build relationships and set up a welcoming culturally responsive environment. 2. Explicitly teach rules/expectations. 3. Practice transitions and teach calming techniques 4. Hold at least weekly class circles. 5. Use positve langauge and rewards to recognize positive behaviors.	1. Provide professional development restorative & culturally responsive practices that is integrated with academics. 2. Provide 1:1 as needed support in restorative practices on tier 1 goals. 3. Observe and provide feedback on focal PBIS tier 1 implementation goals	Tiered fideltiy inventory, CHKS survey, improved attendance, fewer classroom referrals	
1-3	Classroom interventions: 1. Use logical and agreed upon consequeces and restorative conversations to repair harm caused by behaviors. 2. Use multiple strategies to redirect inappropiate behaviors 3. Use multiple strategies to help students de-escalate and re-regulate	1.With culture and climate team develop consistent school wide langauge and pratices to repair harm through collaborative effort that encourages personal responsibility 2. Provide professional development in restorative pratices and de-escalation.	Tiered fideltiy inventory, CHKS survey, improved attendance, fewer classroom referrals	
1-4	School wide interventions: 1. Follow school wide referral system for office managed behaviors. 2. Follow COST procedures to refer students not responding to interventions.	1. Develop and clearly communicate process for out of classroom interventions. 2. Provide out of classroom suppport for office managed behaviors and communicate results and next steps. 3. Hold weekly COST team meetings to identify, support tier 2 and 3 students on an individual basis, and intervene when there are bariers to students success.	COST meeting notes, process in place for office referrals, lower suspensions, systems in place to support tier 2 & 3 students	

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**				
School Priority ("Big Rock"):	Standards-Aligned Curriculum Implementation (EL curriculum)			
School Theory of Change:	If we use backwards design to implement EL Curriculum with integrity by unpacking modules, identifying focal standards, and the highest leverage lessons, then teachers will be able to target essential skills in whole class and small group instruction so that students will develop deep content knowledge as measured on IABs and the SBAC.			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	*All Students*			

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Backwards plan for math using common core guide and focal standards indentified as the major work of the grade level. Continue to implement ST math.	Provide extended planning time, during the day with substitute coverage, for specified for math unit planning in collaboration calendar (every other time)	time allocated on calendar, PLC notes, extended planning time occurs, grade level teams aligned in math instruction pacing	Whole School SRI growth goals: significantly below goal of 85% (Whole school 44%, 3rd-32%) Whole School SRI proficiency: about the same as last year at this time Mid year 17%, last Jan. 16%

| 2-2 | Backwards plan EL modules and units with a focal standard and identifying specific skills students will learn. Pace lessons with focal standard and associated skills in mind in order to make strategic choices about where to linger in the unit and where to move faster. | 1. Maintian collaboration calendar chunked in cycles of inquiry that: a. Are aligned to modules and assessements b. Allow time for module & unit unpacking and lesson level planning.
2. Backwards planning embedded in professional development cycles and professional learning communities.
3. Coaching support in PLCs with backwards planning | Module and unit plans identify focal standards and specific skills, pacing is aligned across the school, PLC/PD agendas include backwards planning | Whole School SRI growth goals: significantly below goal of 85% (Whole school 44%, 3rd-32%)
Whole School SRI proficiency: about the same as last year at this time Mid year 17%, last Jan. 16%
Whole School Lit. IAB: Fall 2019 -94 (-6 pt. decrease from 2018)
3rd Grade Info IAB: -23dfs decrease from 2018, -31dfs below target
Whole School Math IAB: Fall 2019 -92 (-21 pt. decrease from 2018)
10% of SEI Kinder students proficient on Word Reading Fluency (Class with no teacher)
20% First Grade SEI ORF Meeting/Exceeding (Class with 2 years in a row of no teacher for months) |

2-3	Use IAB pre and post data and curriculum formative assessments to identify focal standards, target focal students, set goals, plan small group insturction, monitor progress, and adjust instruction	Support use of data and assessment to improve instruction including by: 1. Maintaining an assessment calendar that specifies time for previewing, calibration, planning, administering, scoring, and analyzing assessments. 2. Hold team data conferences at beginning/end of each cycle to track student data, set individualized growth goals for all students and plan to move focal student performance 3. Track SRI growth goals	Data conference notes and data trackers, on time assessment completion, focal student growth	Whole School SRI growth goals: significantly below goal of 85% (3rd-32%) Whole School SRI proficiency: about the same as last year at this time Mid year 17%, last Jan. 16% Whole School Lit. IAB: Fall 2019 -94 (-6 pt. decrease from 2018) 3rd Grade Info IAB: -23dfs decrease from 2018, -31dfs below target Whole School Math IAB: Fall 2019 -92 (-21 pt. decrease from 2018) 10% of SEI Kinder students proficient on Word Reading Fluency (Class with no teacher) 20% First Grade SEI ORF Meeting/Exceeding (Class with 2 years in a row of no teacher for months)
2-4	Teach EL lessons with integrity (based on standards and teachers knowledge about students) including by ensuring daily practice with complex text, clear objectives, following the opening/work time/closing model, and writing with evidence.	1. Provide weekly PLC time to plan EL lessons. 2. Observation and feedback on alignement between, focal standards, lesson objectives, interaction with text, and tasks (4 Ts: topic, target, text, task)	EL learning walk data; 100% use EL texts (indicator 1A), impove on indicataors: 1C-advance planning, 2A-questions/tasks refer to text, 4A-objectives, and 4D checks for understanding	Whole School SRI growth goals: significantly below goal of 85% (3rd-32%) Whole School SRI proficiency: about the same as last year at this time Mid year 17%, last Jan. 16% Whole School Lit. IAB: Fall 2019 -94 (-6 pt. decrease from 2018) 3rd Grade Info IAB: -23dfs

| 2-5 | Teach at least 2 differentiated small group lessons based on student need during school wide differentiated block. In 3-5 one SIPPS group and one comprehension group. In K-2 teach 3 small groups based on student need; for example one sipps group, one fluency group, one phonemic awarness group | 1. Maintain staggered differentiated block so that support staff (TSA & early literacy tutors) will teach intervention groups at the same time as teachers and to allow grade level teams to group students based on need. 2. Provide professional development (PD) and/or coaching support as needed in SIPPS, Heggerty, comprehension skills groups, and ALL block materials 3. TSA will provide for intervention to 2 groups per 3-5 grades during differentiated block by teaching a SIPPS group and/or a comprehension skills lesson using ALL block materials based on student assessment data. | Learning walk data, improvement in focal students ORF, SRI, and/or IAB scores. Data trackers show SIPPS students meeting SIPPS mastery test goals. | Whole School SRI growth goals: significantly below goal of 85% (3rd-32%) Whole School SRI proficiency: about the same as last year at this time Mid year 17%, last Jan. 16% Whole School Lit. IAB: Fall 2019 -94 (-6 pt. decrease from 2018) 3rd Grade Info IAB: -23dfs decrease from 2018, -31dfs below target Whole School Math IAB: Fall 2019 -92 (-21 pt. decrease from 2018) 10% of SEI Kinder students proficient on Word Reading Fluency (Class with no teacher) 20% First Grade SEI ORF Meeting/Exceeding (Class with 2 years in a row of no teacher for months) |

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority ("Big Rock"):	Integrated ELD through Academic Discussion in All Content Areas
School Theory of Change:	If we focus on academic discussion and eliciting student thinking then students participation, use of academic vocabulary, content knowledge, and reading comprehension will improve so that more students are able to justify their thinking using evidence through speaking and writng.
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

3-1	Set up structures, protocols, and use conversation cues in order to ensure equity of voice and EL participation in class discussions	1. Provide PD on talk protocols and conversation cues. 2. Provide time in PLCs to identify protocols and conversation cues during lesson planning. 3. Observation and feedback focused on protocols.	Improve on EL learning walk indicator 5E-protocols, increased student particpation, particulary in EL students	-ELs SRI Proficiency 5% compared to 17% -ELs SBCA ELA: -24dfs compared to overall -ELs IABs ELA: -9dfs (narrative) compared to overall -21dfs on Info IAB -ELs SBAC Math: -14dfs compared to overall -ELs IABs Math: -9dfs compared to overall -10.6 reclassification rate: about 6% below goal
3-2	1. Write or identify higher level/"discussion worthy" prompts about complex texts or tasks. 2. Use questioning and talk moves to elicit student thinking. 3. Assess students progress towards conversational goals outlined in EL units	1. Provide PD on questioning and promoting student discourse. 2. Time in PLCs to identify questions most worthy of discussion in EL lessons, anticipate student response and plan follow up questions (plan talk moves). 3. Observation and feedback focused on academic talk.	Improve on EL learning walk indicator 3B-evidence based claims and 3A-persevering in challenging tasks, rubrics for student talk, vidoes/audio recordings	-ELs SRI Proficiency 5% compared to 17% -ELs SBCA ELA: -24dfs compared to overall -ELs IABs ELA: -9dfs (narrative) compared to overall -21dfs on Info IAB -ELs SBAC Math: -14dfs compared to overall -ELs IABs Math: -9dfs compared to overall -10.6 reclassification rate: about 6% below goal
3-3	Share topics with garden, art, physical education (PE), and dance teachers so that they can reinforce concepts and vocabulary through multiple forms of expression	Provide structures to support collaboration with specialist teachers	Art, garden, PE, or dance teachers reflect topics addressed in class during at least one cycle per grade level.	-ELs SRI Proficiency 5% compared to 17% -ELs SBCA ELA: -24dfs compared to overall -ELs IABs ELA: -9dfs (narrative) compared to overall -21dfs on Info IAB -ELs SBAC Math: -14df

District Strategy: Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority ("Big Rock"):	Data Driven Professional Learning Committees
School Theory of Change:	If we develop rituals, protocols, and expectations for adult professional learning comunities (PLCs) then teachers will engage in data driven (including data from: formative tasks, summative assessments, student work, rubrics, checklists) professional learning focused on teaching and student learning.

	Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.

Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	ILT members also follow a data driven approach, model practices and act as leaders and points of communication for their grade level team.	Leaders expect and model the use of data for all school decision making teams. The will explain the role of different committees (FC, ILT, PC, etc) and model a data driven approach.	Team notes, structures for team leaders to report to grade level teams	-Teacher retention: 10 out of 16 teachers and new this year, 7 are new to the profession. 2 of 14 classroom teaching positions were vacant at the beginning of the year (1st and 2nd Bilingual) 2 of 14 classroom teaching positions became vacant during November (one 4th grade teacher on maternity leave, one Kindergarten teacher left due to illness) -Staff CHKS: 58% strongly agree/agree the school is an inviting and supportive place to work, 46% strongly agree/agree school promotes personnel participation in decision making -Variability between grades in student outcome data and variability between classes in instruction and student achievment

4-2	Collaboratively develop PLC norms, goals, and agendas. Come prepared with student data or other agreed upon artifacts.	Leaders/ILT will provide guidance structures and expecations for PLCs including by: 1. Provide time and space for weekly PLCs for collaborative planning and data analysis 2. Develop jointly with teams consistent format/protocols for weekly PLCs. 3. Participate/Provide feedback on PLC notes to grade levels and in PD 4. Provide structures for teams to monitor effectiveness; i.e. team learning rubrics, monitoring notes	PLC time identified on collaboration calendar, PLCs follow common protocols, PLCs become more consistent in their approach, principal observations of PLCs, improvement on team learning rubrics, improvement on staff connectedness CHKSs survey indicators	-Teacher retention: 10 out of 16 teachers and new this year, 7 are new to the profession. 2 of 14 classroom teaching positions were vacant at the beginning of the year (1st and 2nd Bilingual) 2 of 14 classroom teaching positions became vacant during November (one 4th grade teacher on maternity leave, one Kindergarten teacher left due to illness) -Staff CHKS: 58% strongly agree/agree the school is an inviting and supportive place to work, 46% strongly agree/agree school promotes personnel participation in decision making -Variability between grades in student outcome data and variability between classes in instruction and student achievment

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	
4-3	Engage in weekly PLCs to analyze data and develop data driven lessons and unit plans. Teacher teams will come to an aligned pacing, and plan lessons collaboratively.	Leaders will support the development of data rich PLCs including by: 1. Provide PD on purpose of PLC including research and outcomes. 2. Participate in data conferences.	Time is alloted on collaboration calendar to set up PLCs, PLCs become more consistent in their approach and how time is used, teams regularly look at various types of data during meetings, PLC time is focused on instruction and student learning, teachers instruction is aligned	-Teacher retention: 10 out of 16 teachers and new this year, 7 are new to the profession. 2 of 14 classroom teaching positions were vacant at the beginning of the year (1st and 2nd Bilingual) 2 of 14 classroom teaching positions became vacant during November (one 4th grade teacher on maternity leave, one Kindergarten teacher left due to illness) -Staff CHKS: 58% strongly agree/agree the school is an inviting and supportive place to work, 46% strongly agree/agree school promotes personnel participation in decision making -Variability between grades in student outcome data and variability between classes in instruction and student achievment

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS	
School Priority ("Big Rock"):	Designated ELD: Language Dives/Sentence Unpacking & Sentence Patterning (with all extensions)
School Theory of Change:	If we implement 30 minutes of designated ELD daily using language dives, sentence patterning charts and sentence unpacking/repacking, then a higher percentage of students will reclassify.
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

5-1	Implement 30 minute designated ELD block that includes langauge dives/sentence unpacking and sentence patterning including practicing the language feature, re-packing, make a sentence game/trade game etc.	Six Week PD cycle around langauge dives/sentence unpacking, modeling and peer observation	Improvement on EL learning walk indicators: 6A-C: deconstruct, reconstruct, and practice using targeted lanauge. Improve on EL focal indicators: 2.5 Site has clear structures, expectations, and support for daily Designated ELD. As measured by, time dedicated to planning ELD, Designated ELD in schedules, learning walk data collection	-ELs SRI Proficiency 5% compared to 17% -ELs SBCA ELA: -24dfs compared to overall -ELs IABs ELA: -9dfs (narrative) compared to overall -21dfs on Info IAB -ELs SBAC Math: -14dfs compared to overall -ELs IABs Math: -9dfs compared to overall -10.6 reclassification rate: about 6% below goal
5-2	TSA will teach newcomer support group, ELL ambassador	Organize TSA's schedule to allow for intervention blocks. TSA participation in grade level PLCs to analyze newcomer students data, plan for ways to support newcomers in the classroom	Newcomer schedule, assessment tracker for Newcomers that includes benhmark and formative data such as: systematic ELD quick assessment, systematic ELD unit assessments, ELPAC scores, SIPPS mastery tests	-ELs SRI Proficiency 5% compared to 17% -ELs SBCA ELA: -24dfs compared to overall -ELs IABs ELA: -9dfs (narrative) compared to overall -21dfs on Info IAB -ELs SBAC Math: -14dfs compared to overall -ELs IABs Math: -9dfs compared to overall -10.6 reclassification rate: about 6% below goal

PROPOSED 2020-21 SCHOOL SITE BUDGET   **Site Number:** 125   **School:** New Highland Academy

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Principal partners with EBAC (ASP) to coordinate site PD for ELL's in order for ASP staff to be trained in effective ELL strategies; utilize ASP staff to provide with Extended Learning and increase opportunities for students engagement in language development.	$114,449	After School Education & Safety (ASES)	5828	Assemblies/Classroom Presentations	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Set up structures, protocols, and use conversation cues in order to ensure equity of voice and EL participation in class discussions	125-1
Provide extended planning time, during the day with substitute coverage, for specified for math unit planning in collaboration calendar (every other time)	$6,295	General Purpose Discretionary	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Leaders/ILT will provide guidance structures and expecations for PLCs including by: 1. Provide time and space for weekly PLCs for collaborative planning and data analysis 2. Develop jointly with teams consistent format/protocols for weekly PLCs. 3. Participate/Provide feedback on PLC notes to grade levels and in PD 4. Provide structures for teams to monitor effectiveness; i. e. team learning rubrics, monitoring notes	125-2
Backwards plan EL modules and units with a focal standard and identifying specific skills students will learn. Pace lessons with focal standard and associated skills in mind in order to make strategic choices about where to linger in the unit and where to move faster.	$9,154	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Backwards plan EL modules and units with a focal standard and identifying specific skills students will learn. Pace lessons with focal standard and associated skills in mind in order to make strategic choices about where to linger in the unit and where to move faster.	125-3
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 relationshipa and increase rigor in academics leading to higher acaddmic outcomes for African American students.	$4,500	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Backwards plan for math using common core guide and focal standards indentified as the major work of the grade level. Continue to implement ST math.	125-4
TSA will teach newcomer support group, ELL ambassador	$71,934	LCFF Concentration	1119	Certificated Teachers on Special Assignment Salaries	2226	11-Month Classroom TSA	0.60	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	TSA will teach newcomer support group, ELL ambassador	125-5
Provide professional development (PD) and/or coaching support as needed in SIPPS, Heggerty, comprehension skills groups, and ALL block materials	$2,255	LCFF Concentration	4200	Books other than Textbooks	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	1. Write or identify higher level/" discussion worthy" prompts about complex texts or tasks. 2. Use questioning and talk moves to elicit student thinking. 3. Assess students progress towards conversational goals outlined in EL units	125-6

1. Provide weekly PLC time to plan EL lessons.	$2,075	LCFF Concentration	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	Extended planning time specified for math unit planning in collaboration calendar (every other time)	125-7
TSA will provide for intervention to 2 groups per 3-5 grades during differentiated block by teaching a SIPPS group and/or a comprehension skills lesson using ALL block materials based on student assessment data.	$23,978	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	2226	11-Month Classroom TSA	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	1. Maintain staggered differentiated block so that support staff (TSA & early literacy tutors) will teach intervention groups at the same time as teachers and to allow grade level teams to group students based on need. 2. Provide professional development (PD) and/or coaching support as needed in SIPPS, Heggerty, comprehension skills groups, and ALL block materials 3. TSA will provide for intervention to 2 groups per 3-5 grades during differentiated block by teaching a SIPPS group and/or a comprehension skills lesson using ALL block materials based on student assessment data.	125-8
Provide structures to support collaboration with specialist teachers	$78,263	LCFF Supplemental	1105	Certificated Teachers' Salaries	2677	Teacher Education Enhancement	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Share topics with garden, art, physical education (PE), and dance teachers so that they can reinforce concepts and vocabulary through multiple forms of expression	125-9
Support all adults to ensure ongoing teaching, modeling, and consistent language. Use checklists and observation data to provide feedback to all staff in order to build shared understandings across the school	$16,936	LCFF Supplemental	2905	Other Classified Salaries	3758	Noon Supervisor	0.27	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	1. Hold monthly culture and climate team meetings. (2x monthly funding permitted) 2. Work with culture and climate team to revise/teach lessons for each area. 3. Lead school wide PBIS lesson rotations at the beginning of the year and as needed. 4. Lead school wide assemblies 5. Support all adults to ensure ongoing teaching, modeling, and consistent language. Use checklists and observation data to provide feedback to all staff in order to build shared understandings across the school	125-10
TSA will provide for intervention to 2 groups per 3-5 grades during differentiated block by teaching a SIPPS group and/or a comprehension skills lesson using ALL block materials based on student assessment data.	$119,829	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4253	11-Month Classroom TSA	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Organize TSA's schedule to allow for intervention blocks. TSA participation in grade level PLCs to analyze newcomer students data, plan for ways to support newcomers in the classroom	125-11

								Proposed LCAP Goal		
Support all adults to ensure ongoing teaching, modeling, and consistent language. Use checklists and observation data to provide feedback to all staff in order to build shared understandings across the school	$26,600	LCFF Supplemental	2905	Other Classified Salaries	585	Noon Supervisor	0.38	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Classroom proactive steps: 1. Build relationships and set up a welcoming culturally responsive environment. 2. Explicitly teach rules/expectations. 3. Practice transitions and teach calming techniques 4. Hold at least weekly class circles. 5. Use positve langauge and rewards to recognize positive behaviors.	125-12
Hire Community School Manager; 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.	$27,938	LCFF Supplemental	2305	Classified Supervisors' and Administrators' Salaries	7901	Program Mgr Community School	0.15	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	1. Provide professional development restorative & culturally responsive practices that is integrated with academics. 2. Provide 1:1 as needed support in restorative practices on tier 1 goals. 3. Observe and provide feedback on focal PBIS tier 1 implementation goals	125-13
TSA will provide for intervention to 2 groups per 3-5 grades during differentiated block by teaching a SIPPS group and/or a comprehension skills lesson using ALL block materials based on student assessment data.	$6,703	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Teach at least 2 differentiated small group lessons based on student need during school wide differentiated block. In 3-5 one SIPPS group and one comprehension group. In K-2 teach 3 small groups based on student need; for example one sipps group, one fluency group, one phonemic awarness group	125-14
Students will receive technology support aligned to rigorous standards-aligned tasks(i.e. keyboarding starting in primary grades, Accelerated Reader and math programs).	$3,515	LCFF Supplemental	5846	Licensing Agreements	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Support use of data and assessment to improve instruction including by: 1. Maintaining an assessment calendar that specifies time for previewing, calibration, planning, administering, scoring, and analyzing assessments. 2. Hold team data conferences at beginning/end of each cycle to track student data, set individualized growth goals for all students and plan to move focal student performance 3. Track SRI growth goals	125-15

Teachers will use F&P running records as diagnostic tools, Continuum of Literacy, writing units of study as tools for literacy instruction. Teachers will monitor progress towards mastery of standards through the administration of standards-aligned formative assessments(Illuminate grades 2-5, Foundational Standards K-1). Grade-level teams will backwards map units to create common, standards-aligned summative assessments around complex text. Weekly formative assessments will be created in PLCs to regularly monitor mastery of standards and adjust instruction to meet the needs of students.	$24,549	Measure G: Library	2205	Classified Support Salaries	7468	Library Technician	0.30	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	1. Provide PD on questioning and promoting student discourse. 2. Time in PLCs to identify questions most worthy of discussion in EL lessons, anticipate student response and plan follow up questions (plan talk moves). 3. Observation and feedback focused on academic talk.	125-16
Principal will hold monthly Coffee Chats with parents to share strategies for improving attendance and academic achievement. Attendance Team and Prinicpal 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 Avisory committee to address the socio-emotional and academic needs of African-American students. Collaborate with community organizations to provide mentors for African-Amerian(and Latino) males.	$10,181	Measure G: Library	4432	Furniture < $5,000	n/a	n/a	n/a	Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)	1. Provide weekly PLC time to plan EL lessons. 2. Observation and feedback on alignement between, focal standards, lesson objectives, interaction with text, and tasks (4 Ts: topic, target, text, task)	125-17
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.	$35,521	Title I: Basic	1105	Certificated Teachers' Salaries	3666	Teacher Education Enhancement	0.30	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	1. Provide professional development restorative & culturally responsive practices that is integrated with academics. 2. Provide 1:1 as needed support in restorative practices on tier 1 goals. 3. Observe and provide feedback on focal PBIS tier 1 implementation goals	125-18
Provide extended planning time, during the day with substitute coverage, for specified for math unit planning in collaboration calendar (every other time)	$50,161	Title I: Basic	1105	Certificated Teachers' Salaries	7450	STIP Teacher	1.00	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Teach EL lessons with integrity (based on standards and teachers knowledge about students) including by ensuring daily practice with complex text, clear objectives, following the opening/work time/closing model, and writing with evidence.	125-19

Description	Amount	Funding Source	Object Code	Position Title	Position Code	Position	FTE	LCAP Goal	Action	ID
TSA will provide for intervention to 2 groups per 3-5 grades during differentiated block by teaching a SIPPS group and/or a comprehension skills lesson using ALL block materials based on student assessment data.	$23,978	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	2226	11-Month Classroom TSA	0.20	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	Organize TSA's schedule to allow for intervention blocks. TSA participation in grade level PLCs to analyze newcomer students data, plan for ways to support newcomers in the classroom	125-20
School wide proactive steps: 1. All adults teach and model school wide expectations and routines for every target area 2. Routinely use consistent language to remind, re-direct, and recognize positive behaviors to all students 3. Participate in and prompote the school wide incentive system (scholar dollars/scholoar dollar raffle/assemblies)		Title I: Basic	4399	Unallocated	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Backwards plan for math using common core guide and focal standards indentified as the major work of the grade level. Continue to implement ST math.	125-21
Principal will hold monthly Coffee Chats with parents to share strategies for improving attendance and academic achievement. Attendance Team and Prinicpal 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 Avisory committee to address the socio-emotional and academic needs of African-American students. Collaborate with community organizations to provide mentors for African-Amerian(and Latino) males.	$2,536	Title I: Parent Participation	4310	School Office Supplies	n/a	n/a	n/a	Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)	Teach EL lessons with integrity (based on standards and teachers knowledge about students) including by ensuring daily practice with complex text, clear objectives, following the opening/work time/closing model, and writing with evidence.	125-22
Provide weekly PLC time to plan EL lessons.	$7,925	Title IV: Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)	Classroom interventions: 1. Use logical and agreed upon consequeces and restorative conversations to repair harm caused by behaviors. 2. Use multiple strategies to redirect inappropiate behaviors 3. Use multiple strategies to help students de-escalate and re-regulate	125-23

Title I, Part A School Parent and Family Engagement Policy

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

New Highland Academy

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program
Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:
- Membership to SSC, participating in budget meetings, monthly parents meetings, parent workshops in collaboration with Family Engagement partners.

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:
- Parents are invited to participate in monthly meetings with the principal, (coffee chat). Workshops/meetings are planned in collaboration with district partners and the Family Resource Center on site.

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers
Families and school staff engage in regular, two-way, meaningful communication about student learning.

The school communicates to families about the School Parent and Family Engagement Policy by:
- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Parents are invited to meetings at the Family Resource Center through notices sent home, talking points, and posting at the school site.

The school communicates to families about the school's Title I, Part A programs by:
Parents meeting/workshops and SSC meetings.

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

- Parents meetings (coffee Chats) are held 4-5 times a year to share assessment data.

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

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

OUSD Family Engagement Standard 3: Parent Volunteering Program
Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.

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

- Parents meetings and workshops.

OUSD Family Engagement Standard 4: Learning at Home
Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.

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

- Parents meetings and workshops.

OUSD Family Engagement Standard 5: Shared Power and Decision Making
Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

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

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

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

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

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

- Monthly parent newsletter, talking points, and posting at site in common areas.

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

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

The school provides support for parent and family engagement activities requested by parents by:
- Translation is available at all meeting and family engagement activities.

OUSD Family Engagement Standard 6: Community Collaboration and Resources
Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:
- Collaboration with Highland CDC, FRC and community organizations identified by the community school manager.

Adoption
This policy was adopted by the (New Highland Academy) School Site Council on (1/29/20) and will be in effect for the period of August 12, 2019 through May 28, 2020.

The school will distribute this policy to all parents on or before September 30, 2019.

Name of Principal

Clara J Roberts

Date 1/29/20

Signature of Principal

Please attach the School-Parent Compact to this document.

School-Parent Compact

New Highland Academy

2019-20

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

This School-Parent Compact is in effect for the 2019-20 school year.

School Responsibilities

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

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

Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.Provide meaningful, daily homework assignments to reinforce and extend learning.

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

Parent-teacher conferences are held 3 times a year and parents may request a conference directly with the teacher.

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

Parent meetings (coffee Chats) are held 4-5 times a year to share assessment data.

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

Make school accessible and welcoming places for families which help each student achieve the school's high academic standards.

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

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

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

Parent meetings and workshops

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

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

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

Communicate regularly with families about students progress through conferences, parent-teacher meetings, progress reports, and other available means, also translation is always available.

Teacher Responsibilities
[This section is optional; schools may identify additional responsibilities for teachers.]

Examples:
I agree to support my students' learning in the following ways:

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

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

- Volunteer in my child's classroom if possible. *Participate at school in activities, school decision making, volunteering and attending parent-teacher conferences.*
- Participate in decisions related to the education of my child. *Communicate with the teacher or the school when I have a concern.*
- Promote positive use of my child's extracurricular time. *Provide a quiet time and place for homework and monitor Games and TV viewing.*

Student Responsibilities

[This section is optional; schools may identify additional responsibilities for students. Rename as "School-Parent-Student Compact" if appropriate.]

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the (New Highland Academy) on (1/29/20), and will be in effect for the period of August 12, 2019 to May 28, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before (2/7/20).

Signature of Principal

Date 1/29/20

2019-2020

School Site Council Membership Roster – Elementary

School Name: New Highland Academy

Chairperson :	Brenda Bravo
Vice Chairperson:	Chela Terry
Secretary:	Rocio Soto

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Jacqueline Cedillos	x			
Kimberly Aguilar		x		
Tracy dordell		x		
Christine Wallis		x		
Olga Velasquez			x	
Brenda Bravo				X
Chela Terry				X
Rocio Soto				X
Herminia Perez				X
Wendy Cinfuentes				X

Meeting Schedule (day/month/time)	3rd Thursday @ 3:00 p.m.

SSC Legal Requirements (*EC* Sections 65000-65001):

1. Members MUST be selected/elected by peer groups;

2. There MUST be an equal number of school staff and parent/ community/student members;

3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and

4. Parents/community members cannot be OUSD employees at the site.

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