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# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Highland Community School

**Ask of the Board** Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Highland Community School.

**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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Highland Community School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Highland Community School  
**CDS Code:** 1612596001903  
**Principal:** Samantha Keller  
**Date of this revision:**

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:** Samantha Keller  
**Address:** 8521 A Street  
Oakland, CA 94621

**Position:** Principal  
**Telephone:** 510-729-7723  
**Email:** [samantha.keller@ousd.org](mailto:samantha.keller@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 6/1/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

## 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Highland Community School

**Site Number:** 125

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

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 EDC § 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 and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

**Date(s) plan was approved:** 6/1/2023

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

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|---|

**Signatures:**

Samantha Keller <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	<div style="text-align: center;"><i>Samantha Keller</i></div> <hr style="border: 0; border-top: 1px solid black;"/> Signature	<div style="text-align: center;">6/1/2023</div> <hr style="border: 0; border-top: 1px solid black;"/> Date
Joanna Davis <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	<div style="text-align: center;">Joanna Davis</div> <hr style="border: 0; border-top: 1px solid black;"/> Signature	<div style="text-align: center;">6/1/23</div> <hr style="border: 0; border-top: 1px solid black;"/> Date
Monica Thomas <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	<div style="text-align: center;"><i>Monica Thomas</i></div> <hr style="border: 0; border-top: 1px solid black;"/> Signature	<div style="text-align: center;">6/5/23</div> <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	<div style="text-align: center;"><i>Lisa Spielman</i></div> <hr style="border: 0; border-top: 1px solid black;"/> Signature	<div style="text-align: center;">6/5/2023</div> <hr style="border: 0; border-top: 1px solid black;"/> Date

**2023-24 SPSA ENGAGEMENT TIMELINE**

**School Site:** Highland Community School

**Site Number:** 125

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
8/2/2022	PD	Reviewed 2022-23 priorities
9/2/2022	Families	Reviewed 2022-23 priorities
11/2/2022	SSC	Reviewed fall student data
1/12/2023	Staff Meeting	Reviewed 2022-23 priorities to brainstorm for 2023-24
2/25/2023	SSC	Shared priorities with SSC
3/27/2023	ILT	Revised priorities and key actions
5/1/2023	ILT	Continued to revise priorities and key actions

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

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

### Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

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

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

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$173,430.00
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	\$861,174.02

### 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)	\$158,625	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$27,060	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$4,230	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$349,325	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$131,246	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$10,575	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$180,113	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$173,430</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$687,744</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$861,174</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Highland Community School

**School ID:** 125

**School Description**

At Highland Community School, 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**

Highland Community School is a neighborhood school that welcomes and honors students who speak multiple languages, have unique experiences, and come from around the world.

Our school is a joyful place where we nurture students' creativity and curiosity. We are lifelong learners who work collaboratively to prepare students for college, career, and community.

We empower our students to become the next generation of scholars and leaders.

By valuing and holding each student in high regard, we foster their confidence and courage to become leaders and scholars.

To develop content knowledge and academic skills, our students engage in rigorous reading, problem solving, research and writing tasks.

We provide them with opportunities in the arts, movement, sciences, and nature to enrich their learning and build knowledge about today's world.

In each aspect of their day, our school community experiences joy through learning from one another, engaging with meaningful tasks, and using creativity to explore and inspire.

**School Demographics, 2021-22**

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
49.0%	51.0%	76.4%	14.5%	1.7%	0.7%	98.7%	9.1%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
8.8%	0.3%	85.1%	2.4%	0.0%	0.3%	0.3%	0.0%

## 1B: STUDENT GOALS & TARGETS

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

**School Goal for College, Career & Community Readiness:** If we plan rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments.

#### Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	35.9%	8.8%	<i>not available until Fall 2023</i>	46.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	15.9%	11.0%	<i>not available until Fall 2023</i>	26.0%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	2.3%	3.9%	<i>not available until Fall 2023</i>	12.0%

#### English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-93.5	n/a	-111.5	<i>not available until Fall 2023</i>	-73.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	3.7%	3.1%	<i>not available until Fall 2023</i>	14.0%

#### Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-92.8	n/a	-141.4	<i>not available until Fall 2023</i>	-75.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	2.6%	<i>not available until Fall 2023</i>	30.0%



CAST (Science) at or above Standard	All Students	3.6%	n/a	1.3%	<i>not available until Fall 2023</i>	14.0%
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal for Targeted Supports for Focal Student Groups:** If teachers consistently implement quality daily designated ELD and incorporate integrated ELD strategies during ELA, math and content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accelerated growth on literacy assessments.

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-130.2	n/a	-144.4	<i>not available until Fall 2023</i>	-100.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-108.3	n/a	-124.2	<i>not available until Fall 2023</i>	-80.0
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	0.0%	0.0%	<i>not available until Fall 2023</i>	20.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-104.7	n/a	-165.9	<i>not available until Fall 2023</i>	-80.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-105.5	n/a	-159.7	<i>not available until Fall 2023</i>	-80.0

**Reclassification Measures & Annual Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	1.5%	3.5%	7.6%	<i>not available until Fall 2023</i>	14.0%
LTEL Reclassification	Long-Term English Learners	20.0%	8.3%	0.0%	<i>not available until Fall 2023</i>	18.0%

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

**School Goal for Student & Family Engagement:** If TK teachers implement Creative Curriculum and K-5 teachers implement EL Education Reading Curriculum instruction using culturally sustaining engagement strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives, then African American students will have equitable access to standards based grade level curriculum and will meet grade level benchmarks.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	69.7%	83.8%	0.0%	<i>not available until Fall 2023</i>	85.0%
Out-of-School Suspensions	All Students	2.7%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	African American Students	10.4%	n/a	0.4%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	7.0%	n/a	0.4%	<i>not available until Fall 2023</i>	1.0%
Chronic Absenteeism	All Students	18.1%	25.2%	21.5%	<i>not available until Fall 2023</i>	15.0%
Chronic Absenteeism	African American Students	42.2%	55.0%	42.6%	<i>not available until Fall 2023</i>	15.0%

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

**School Goal for High-Quality Staff:** If consistent high quality Professional Learning is provided for all teachers, and teachers are engaged in Cycles of Inquiry, then teachers will be better able to implement coherent and standards-aligned curriculum thus improving student outcomes.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	72.2%	75.4%	72.6%	<i>not available until Fall 2023</i>	70.0%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College, Career &amp; Community Readiness</i></p>	<p><b>Letter ID:</b> 77% of kindergartners meeting 20+ letters in December</p> <p><b>SIPPS Mastery:</b> 100% of kindergartners in SIPPS by December; 55% of 1st graders at target lesson in December</p> <p><b>IAB Literary Texts:</b> 47% of 5th graders at/near standard in the fall</p> <p><b>IAB Math:</b> 44% of 5th graders at/near standard in the fall</p>	<p><b>Letter ID:</b> BOY intentional, heavy focus on Letter ID; teachers provided with Letter ID pacing guide, instructional resources, and coaching</p> <p><b>SIPPS Mastery:</b> 43% of kindergartners passed one or more SIPPS MTs by end of January</p> <p><b>IAB Literary Texts:</b> strong student work analysis and lesson planning in PLCs</p> <p><b>IAB Math:</b> STIP to provide academic support for students by facilitating ELA and Math intervention groups.</p>
<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p><b>Kindergarten:</b> 100% of kindergartners receiving foundational skills instruction in a SIPPS group as of December 5</p> <p><b>D-ELD:</b> 30 mins of Designated ELD instruction in all classrooms</p>	<p><b>Letter ID:</b> weekly progress monitoring of kinder Letter ID and acceleration provided for students needing additional support</p> <p><b>D-ELD:</b> strong Professional Learning rooted in data that included demo lessons with modeling and student work analysis</p>

<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<p><b>Family Resource Center:</b> FRC Coordinator supports families to complete technical forms; English classes for families</p> <p><b>FRC Coordinator and CSM cultivate community partnerships such as:</b></p> <p><b>Alameda County Food Bank:</b> we provide fresh produce to 120 families on average 2x/month</p> <p><b>Community Closet Donations:</b> monthly donations of clothing/handbags to our Community Closet; 2x/month giveaway</p> <p><b>Mindful Life Project:</b> weekly mindfulness sessions for TK-5th graders</p>	<p>Title I funds used for increased communication to families through mailing for parents that do not have access to technology and provide translation services to parent engagement activities</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p><b>Professional Learning:</b> alignment within PLCs and across grade levels; continuity between PLCs and PD due to facilitation by the TSA; weekly student work analysis</p> <p><b>Pacing:</b> grade level teams on pace with each other in literacy and math</p>	<p><b>Professional Learning:</b> shared vision of PLCs and strong PLC alignment across the campus</p> <p><b>Pacing:</b> PLCs structured so that pacing accountability is built in</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>
<p><i>LCAP Goal 1: College, Career &amp; Community Readiness</i></p>	<p><b>3rd Grade:</b> ~75% of 3rd graders require foundational skills instruction</p>	<p>Lack of quality foundational skills instruction and progress monitoring in 2nd grade</p> <p>Provide students experiential learning opportunities that deepen their understanding in core subjects and that provide hands on experience.</p>

<i>LCAP Goal 2: Focal Student Group Supports</i>	<b>2nd Grade:</b> 67% of 2nd graders are not at their target lesson in SIPPS (as of January) and risk entering 3rd grade without decoding skills	<b>2nd Grade:</b> Students not receiving one SIPPS lesson per day
<i>LCAP Goal 3: Student &amp; Family Engagement</i>	<b>Attendance:</b> 21.5% chronic absenteeism for the 2021-22 school year	<b>Attendance:</b> lack of targeted outreach and support for families around attendance  Bilingual Attendance Specialist to assist in identifying students with frequent absenteeism; generate reports to determine student attendance trends that need to be addressed and report to your Attendance Team and/or administrator
<i>LCAP Goal 4: Staff Supports</i>	<b>Pacing:</b> grade level teams behind district pacing in EL Ed and in math	<b>Pacing:</b> new math curriculum adoption and teachers are gaining familiarity; 3 EL Ed modules backwards planned (as opposed to 4)

#### 1D: IDENTIFIED NEED

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

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

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, Black/African-American students, and Latino 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.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Highland Community School

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 SPSA](#)

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

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

**School Culture:** We have intentionally established a school wide culture of joy by creating strong conditions for adult and student learning. School wide systems and expectations are clear, consistent, and predictable.

**Task, Target, and Instructional Alignment:** We provided time in Professional Learning for backwards planning and unpacking assessments to guide instruction. We also analyzed student work each week at Wednesday Professional Learning and used the analysis to plan next steps for instruction.

**Data Analysis and Progress Monitoring:** Teachers analyze student work each Wednesday and monitor students' foundational skills instruction during PLCs.

**Designated ELD:** Deep dive into D-ELD instruction using the Focal Indicators, with a heavy focus on indicator 2.3 (specifically 2.3c and 2.3e). We believe that improvements in indicator 2.3 will lead to improvements in indicator 2.4.

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

**School Culture:** A strong school culture has led to a decrease in undesirable student behaviors and an overall feel of joy across the campus.

**Task, Target, and Instructional Alignment:** Improvement in quality and consistency of implementation across each grade level; better grade-level alignment around pacing.

**Data Analysis and Progress Monitoring:** Weekly Professional Learning devoted to analyzing student work. Findings from analysis used to plan next steps and measure the following week by continuing to analyze student work.

**Designated ELD:** Targeted focus on ELD focal indicator 2.3 in Professional Learning; district adopted curriculum materials being used in 100% of classrooms.

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

**School Culture:** We will need a stronger focus on attendance in order to reduce chronic absenteeism.

**Task, Target, and Instructional Alignment:** We will

**Data Analysis and Progress Monitoring:** We need to devise a strong plan for 2nd graders who are behind the target lesson in SIPPS in order to prevent them from moving onto 3rd grade with decoding deficits.

**Designated ELD:** We will begin to transfer skills developed in D-ELD (indicator 2.3) to math and other content areas.

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

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
11-Month Teacher on Special Assignment (TSA)	SBAC ELA Distance from Standard Met	Plan and lead Professional Learning  Progress monitor student learning  Monitor assessment completion	The TSA plans and facilitates PLCs and Professional Learning because they have time allocated to plan.  The TSA provides 1:1 coaching to 11 teachers with weekly observation and feedback.  Based on observation the TSA assessment completion rates have improved by at least 5-7 % since the previous year.	Continue, the TSA has a large role in planning Professional Learning based on data collected and analyzed from assessments and learning walks.
Communication - Postage	College/Career Readiness	Provides postage in order to mail home communication to families who may not have reliable access to technology	100% of families receive communication from the school, which is a 10% growth from the previous year.	Continue, families are still in need of receiving communication by mail at times.
Technology	i-Ready Reading at or above Mid-Grade	Purchase laptops for Family Resource Center in order to increase family's access to the internet	100% of families requiring access to technology have access to technology resources an increase from prior years.	Discontinue, there is no longer a need for technology in the Family Resource Center



Unallocated	Student Connectedness to School	Shifted funds to cover the cost of a contract with HEROES to provide structured activities and support during recess	Too soon to evaluate this program.	Continue, additional playground support is necessary in order to maintain a strong, positive school culture
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**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Highland Community School

**School ID:** 125

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:** Rigorous Tasks

**School Theory of Change:** If we deliver rigorous lessons requiring students to read, write, and discuss then students will improve in meeting grade level standards based on grade level assessments.

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	deliver grade-level instruction and tasks using District-adopted curriculum	conduct weekly walkthroughs and provide feedback focused on quality of implementation	improvement on focal indicators during walkthroughs	If we plan rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments.	Tier 1
1-2	engage students in tasks that require a high cognitive demand resulting in high quality work where students are doing the reading, writing, and discussion (thinking)	develop a shared understanding, or mental model, for "rigorous tasks"	student work is from the curriculum and reflects a high level of rigor	If we plan rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments.	Tier 1

1-3	ask and answer higher order questions requiring explanation and/or justification	support teachers to identify higher order questions and tasks, and support them in ensuring all students are supported with these tasks	improvement on focal indicators during walkthroughs	If we plan rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments.	Tier 1
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**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Priority:</b>	Data Driven Instruction
<b>School Theory of Change:</b>	If we analyze student assessment data to plan targeted next steps, then instruction will meet the needs of all students so that we see accelerated student growth.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE- FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	analyze benchmark data to monitor progress toward student goals	provide professional development on assessment literacy:  -understand the purpose of each assessment and what it measures  -understand the relationship between assessment and instruction	PLC Notes	If we plan rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments.	Tier 1

2-2	backwards plan from mid and end of unit assessments to identify focal standards, the lessons that support those standards, and monitor student progress toward them	support leadership team to select focal standards that will allow us to better hone in on essential learning	ILT and PLC notes Trackers for focal standards	If we plan rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments.	Tier 1
2-3	use data to create student groups, and to provide targeted instruction and acceleration	dedicate at least one PLC a month to analyze that month's assessment data and reflect on students' progress toward goals	PLC notes  improved student performance on focal standards  meeting goals for student achievement	If consistent high quality Professional Learning is provided for all teachers, and teachers are engaged in Cycles of Inquiry, then teachers will be better able to implement coherent and standards-aligned curriculum thus improving student outcomes.	Tier 2

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

<b>School Priority:</b>		Family engagement and school connectedness			
<b>School Theory of Change:</b>		If we develop meaningful relationships with students and families, and create a warm learning environment with clear expectations, then students will feel welcome, safe, and connected to one another, their classroom, and the school, resulting in increased attendance.			
<b>Students to be served by these actions:</b>		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	establish consistent and predictable schedules, expectations, routines, systems, structures, etc.	establish consistent and predictable schedules, expectations, routines, systems, structures, etc.	Master Schedule, Master Calendar		

3-2	use restorative practices that support students and families	provide professional learning in order to establish common schoolwide practices and language			
3-3	provide monthly communication to families about students' academic progress toward their goals	host monthly parent meetings to empower families to best support their child and better partner with teachers and school staff around academic achievement	monthly assessment reports		
3-4		provide regular communication to students and families	monthly calendar of events		

3-5	<p>School wide proactive steps: All adults teach and model school wide expectations and routines for every target area</p> <p>Use consistent language to remind, re-direct, and recognize positive behaviors to all students</p> <p>Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies)</p> <p>All adults will hold high expectations for both students' academic and behavioral success</p>	<p>School wide proactive steps: Leaders will facilitate monthly Culture and Equity Tteam meetings</p> <p>Culture and Equity Team will develop/revise behavioral lesson plans for each area of the school</p> <p>Lead school wide PBIS lesson rotations at the beginning of the year and as needed</p> <p>Lead school wide assemblies</p> <p>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</p> <p>Support teachers through coaching - model, observe and provide feedback on Tier 1 practices, including culturally responsive SEL</p> <p>Provide training in implicit bias and anti-racism</p>			
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3-6	<p>Classroom proactive steps: Build relationships and set up a welcoming culturally responsive environment</p> <p>Explicitly teach rules/expectations</p> <p>Practice transitions and teach calming techniques</p> <p>Hold morning meetings</p> <p>Use positive language and rewards to recognize positive behaviors</p>	<p>Classroom proactive steps: Provide professional development on restorative &amp; culturally responsive practices that are integrated with academics</p> <p>Support teachers through coaching - model, observe and provide feedback on Tier 1 practices and implementation goals, including culturally responsive techniques</p>			
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3-7	<p>Classroom interventions: Use logical and consistent consequences and restorative conversations to resolve conflicts</p> <p>Use multiple strategies to redirect inappropriate behaviors</p> <p>Use a trauma informed approach to help students de-escalate and re-regulate</p>	<p>Classroom interventions: With Culture and Equity Team, develop consistent school wide language and practices to resolve conflicts through a collaborative effort that encourages personal responsibility</p> <p>Provide professional development in restorative practice and de-escalation techniques</p> <p>Support teachers through coaching - model, observe and provide feedback on Tier 1 practices and implementation goals, including culturally responsive techniques</p>			
3-8	<p>School-wide interventions: Follow school wide referral system for out-of-class managed behaviors</p> <p>Implement robust and clearly communicated MTSS supports</p> <p>Use COST referral process to connect students to additional supports</p>	<p>School wide interventions: Develop and clearly communicate process for out of classroom supports</p> <p>Hold weekly/bi-weekly COST Team meetings to identify individual students in need of additional supports</p> <p>Put into place support plans for individual students as determined by data and need</p>			



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

<b>School Priority:</b>	Quality Professional Learning and Coaching
<b>School Theory of Change:</b>	If Professional Learning spaces are centered around focal standards, instructional strategies, and student goals, then students will show increased academic achievement.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Professional Development: engage in cycles of inquiry by implementing instructional strategies, monitor student goals, and refine instruction as needed	Professional Development: develop cycles of inquiry centered around an instructional strategy that is connected to student goals	PD calendar walk-throughs	If consistent high quality Professional Learning is provided for all teachers, and teachers are engaged in Cycles of Inquiry, then teachers will be better able to implement coherent and standards-aligned curriculum thus improving student outcomes.	Tier 1
4-2	PLCs: center PLCs on focal standards that are assessed and monitored weekly so instruction is targeted and results in improved student outcomes	PLCs: support ILT to identify focal standards and correlated assessments  develop system to monitor student progress on focal standards  lead teachers to reflect on instructional practices and identify next steps for improvement	PLC notes Improvements to student achievement on targeted standards walk-throughs	If consistent high quality Professional Learning is provided for all teachers, and teachers are engaged in Cycles of Inquiry, then teachers will be better able to implement coherent and standards-aligned curriculum thus improving student outcomes.	Tier 2

4-3	Coaching: follow the ILP structure to set individual teacher goals aligned to student goals	Coaching: develop a schedule that allows for coaching during the school day  support teachers in completing their ILP	Coaching notes and observations	If we plan rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments.	Tier 3
4-4					

<b>CONDITIONS FOR BLACK STUDENTS (<a href="#">instructions &amp; resources</a>)</b>	
<b>School Priority:</b>	Developing Relationships and Rigor
<b>School Theory of Change:</b>	If teachers implement District-adopted using culturally sustaining engagement strategies to interrupt deficit thinking, leverage students' linguistic and cultural assets, and nurture empowering narratives, then all African American students will have equitable access to standards based grade-level curriculum and will meet grade level benchmarks.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	develop partnerships with Black students and families using strategies such as restorative circles and community meetings	<p>build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities</p> <p>engage diverse voices of Black students, staff, and families to and share best practices to improve partnerships and programming</p>			
5-2	engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning	build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement	walk-throughs	If we plan rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments.	Tier 1
5-3	share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs	manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams	PLC Notes	If we plan rigorous lessons where tasks, targets, and instruction are aligned, and we use formative and summative data to plan next steps for instruction, then students will improve in meeting grade level standards based on grade level assessments.	Tier 2

## CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

<b>School Priority:</b>	Integrated and Designated ELD				
<b>School Theory of Change:</b>	If we provide targeted and explicit instruction in language structures that are integrated with complex texts, then a higher percentage of students will reclassify within 6 years.				
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	<p>Systems: Provide 30 minutes of designated ELD that addresses ELD standards</p> <p>Newcomer teacher leader provides differentiated ELD instruction for newcomer student</p>	<p>Systems: Ensure time in instructional schedules for ELD instruction that is led by teachers</p> <p>Ensure newcomer teacher leader's time is spent working with newcomers</p>	teacher schedules match master schedule	If teachers consistently implement quality daily designated ELD and incorporate integrated ELD strategies during ELA, math and content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accelerated growth on literacy assessments.	Tier 2
6-2	<p>Designated ELD: Use all phases of the OUSD designated ELD lessons including discovery, practice, and application</p>	<p>Designated ELD: Observe and provide feedback</p>	walk-throughs	If teachers consistently implement quality daily designated ELD and incorporate integrated ELD strategies during ELA, math and content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accelerated growth on literacy assessments.	Tier 1

6-3	<p>Integrated ELD: Facilitate academic discussion that allows students to explain thinking and make meaning. Support complex output by asking open ended questions and provided supports such as: word walls, sentence frames, discussion protocols, conversation cues/talking tool, facilitation moves, follow-up prompts</p>	<p>Integrated ELD:          During PLC time bring attention to EL students by focusing on focal ELs. Plan to ensure student talk is integral to all lessons. Identify protocols to increase student talk.</p> <p>Observe and provide feedback</p>	<p>PLC notes          Walk-throughs</p>	<p>If teachers consistently implement quality daily designated ELD and incorporate integrated ELD strategies during ELA, math and content area instruction, then all students will advance in their language and literacy development as demonstrated by the ELPAC and accelerated growth on literacy assessments.</p>	Tier 1
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PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Counselor	\$136,122	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	New	Counselor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	School wide proactive steps: Leaders will facilitate monthly Culture and Equity Tteam meetings  Culture and Equity Team will develop/revise behavioral lesson plans for each area of the school  Lead school wide PBIS lesson rotations at the beginning of the year and as needed  Lead school wide assemblies  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  Support teachers through coaching - model, observe and provide feedback on Tier 1 practices, including culturally responsive SEL  Provide training in implicit bias and anti-racism	125-1
Attendance Specialist, Bilingual	\$27,190	California Community Schools Partnership Program	2205	Classified Support Salaries	New	Attendance Specialist, Bilingual	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	analyze benchmark data to monitor progress toward student goals	125-2
12-Month Community School Manager	\$88,667	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7798	12-Month Community School Manager	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	School-wide interventions: Follow school wide referral system for out-of-class managed behaviors  Implement robust and clearly communicated MTSS supports  Use COST referral process to connect students to additional supports	125-3

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
To be allocated in Fall 2023.	\$89,421	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	N/A	N/A	125-4
Mindful Life Project(contracts)	\$10,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	use restorative practices that support students and families	125-5
Reading Partners (contract)	\$10,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-6
Heroes (contract)	\$53,600	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	establish consistent and predictable schedules, expectations, routines, systems, structures, etc.	125-7
STIP Teacher	\$52,523	Early Literacy Support Block (ELSB) Grant	1105	Certificated Teachers' Salaries	8872	STIP Teacher	0.60	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-8
11-Month Classroom Teacher on Special Assignment (TSA)	\$119,249	Early Literacy Support Block (ELSB) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	PLCs: center PLCs on focal standards that are assessed and monitored weekly so instruction is targeted and results in improved student outcomes	125-9
To be allocated in Fall 2023.	\$8,340	Early Literacy Support Block (ELSB) Grant	4399	Unallocated	n/a	n/a	n/a	n/a	N/A	N/A	125-10
Extended Contracts (summer planning)	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	i-Ready Reading at or above Mid-Grade	backwards plan from mid and end of unit assessments to identify focal standards, the lessons that support those standards, and monitor student progress toward them	125-11

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
STIP Teacher	\$87,539	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	7450	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-12
Early Literacy Tutor	\$32,392	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	1469	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-13
Early Literacy Tutor	\$32,751	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	6693	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-14
Early Literacy Tutor	\$35,297	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	7475	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-15
Early Literacy Tutor	\$56,029	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Staff	2105	Classified Instructional Aide Salaries	3759	Early Literacy Tutor	0.70	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-16
Clerical OT	\$8,060	LCFF Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	analyze benchmark data to monitor progress toward student goals	125-17
Copy Machine Maintenance	\$4,000	LCFF Discretionary	4302	Copier Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	deliver grade-level instruction and tasks using District-adopted curriculum	125-18



PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	\$15,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	deliver grade-level instruction and tasks using District-adopted curriculum	125-19
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$95,715	LCFF Supplemental	1105	Certificated Teachers' Salaries	3666	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	PLCs: center PLCs on focal standards that are assessed and monitored weekly so instruction is targeted and results in improved student outcomes	125-20
Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	\$120,792	LCFF Supplemental	1105	Certificated Teachers' Salaries	8416	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.95	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	PLCs: center PLCs on focal standards that are assessed and monitored weekly so instruction is targeted and results in improved student outcomes	125-21
11-Month Classroom Teacher on Special Assignment (TSA)	\$29,812	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	PLCs: center PLCs on focal standards that are assessed and monitored weekly so instruction is targeted and results in improved student outcomes	125-22
Extended Contracts	\$17,648	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	backwards plan from mid and end of unit assessments to identify focal standards, the lessons that support those standards, and monitor student progress toward them	125-23
Attendance Specialist	\$48,103	LCFF Supplemental	2205	Classified Support Salaries	913	Attendance Specialist	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	analyze benchmark data to monitor progress toward student goals	125-24

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Noon Supervisor	\$11,311	LCFF Supplemental	2905	Other Classified Salaries	3095	Noon Supervisor	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	School wide proactive steps: All adults teach and model school wide expectations and routines for every target area  Use consistent language to remind, re-direct, and recognize positive behaviors to all students  Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies)  All adults will hold high expectations for both students' academic and behavioral success	125-25
Noon Supervisor	\$25,944	LCFF Supplemental	2905	Other Classified Salaries	584	Noon Supervisor	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	School wide proactive steps: All adults teach and model school wide expectations and routines for every target area  Use consistent language to remind, re-direct, and recognize positive behaviors to all students  Participate in and promote the school wide incentive system (scholar dollars/ scholar dollar raffle/ student store/ assemblies)  All adults will hold high expectations for both students' academic and behavioral success	125-26
11-Month Classroom Teacher on Special Assignment (TSA)	\$107,248	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	4253	11-Month Classroom Teacher on Special Assignment (TSA)	0.65	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	PLCs: center PLCs on focal standards that are assessed and monitored weekly so instruction is targeted and results in improved student outcomes	125-27
To be allocated in Fall 2023.	\$5,252	Literacy Coaches & Reading Specialists Grant	4399	Unallocated	n/a	n/a	n/a	n/a	N/A	N/A	125-28

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	\$89,096	Measure G, Library Support	2205	Classified Support Salaries	7468	Library Technician	0.80	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	deliver grade-level instruction and tasks using District-adopted curriculum	125-29
Early Literacy Tutor	\$4,627	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	1469	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-30
Early Literacy Tutor	\$4,679	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	6693	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-31
Early Literacy Tutor	\$5,042	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	7475	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-32
Early Literacy Tutor	\$8,004	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3759	Early Literacy Tutor	0.10	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-33
Early Literacy Tutor	\$28,325	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	3841	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-34
Translation for Parent Engagement	\$4,000	Title I, Part A Parent & Family Engagement	5900	Communications	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	host monthly parent meetings to empower families to best support their child and better partner with teachers and school staff around academic achievement	125-35

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Communication (postage)	\$230	Title I, Part A Parent & Family Engagement	5910	Postage	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	provide monthly communication to families about students' academic progress toward their goals	125-36
STIP Teacher	\$35,016	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	8872	STIP Teacher	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-37
11-Month Classroom Teacher on Special Assignment (TSA)	\$57,749	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	4253	11-Month Classroom Teacher on Special Assignment (TSA)	0.35	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	PLCs: center PLCs on focal standards that are assessed and monitored weekly so instruction is targeted and results in improved student outcomes	125-38
Attendance Specialist, Bilingual	\$63,442	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	New	Attendance Specialist, Bilingual	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Chronic Absenteeism	analyze benchmark data to monitor progress toward student goals	125-39
Field Trips	\$2,418	Title I, Part A Schoolwide Program	5829	Admission Fees	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	deliver grade-level instruction and tasks using District-adopted curriculum	125-40
To be allocated in Fall 2023.	\$575	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	N/A	N/A	125-41

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Lincoln Mental Health Services (contract)	\$10,000	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	School wide interventions: Develop and clearly communicate process for out of classroom supports  Hold weekly/bi-weekly COST Team meetings to identify individual students in need of additional supports  Put into place support plans for individual students as determined by data and need	125-42
Early Literacy Tutor	\$28,325	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	3841	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	use data to create student groups, and to provide targeted instruction and acceleration	125-43



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

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

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

### **Highland Community School**

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

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

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

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

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

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

- report card conferences, monthly SSC meetings, parent workshops

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

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

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

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

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

- Monthly SSC meetings

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

- Newsletters/calendars, parent conferences, family events

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

- Newsletters/calendars, flyers, Parent Square communications

### **OUSD Family Engagement Standard 3: Parent Volunteering Program**

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

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

- Supporting Families with volunteer requirements

### **OUSD Family Engagement Standard 4: Learning at Home**

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

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

- Family workshops

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

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

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

- Monthly SSC meetings

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

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

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

- Reviewing school priorities and student data at SSC meetings

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

- Providing translated documents

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

- Communicating monthly with parents

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

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

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

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

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

**Adoption**

This policy was jointly developed and adopted by the Highland Community School on September 9, 2022 and will be in effect for the period August 8, 2022 through May 25, 2023.

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

Samantha Keller  
**Name of Principal**



**Signature of Principal**

September 9, 2022  
**Date**

*Please attach the School-Parent Compact to this document.*





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

## **School-Parent Compact**

### **Highland Community School**

### **2022-2023**

*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 2022-2023 school year.*

#### **School Responsibilities**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **Teacher Responsibilities**

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

#### **Parent Responsibilities**

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

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

This Compact was jointly developed and adopted by Highland Community School on September 9, 2022, and will be in effect for the period of August 8, 2022 to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 15, 2022.

A handwritten signature in black ink, appearing to read "S. H. Kellum".

**Signature of Principal**

September 9, 2022

**Date**



Strategic Resource Planning (SRP)

**Highland Community SCHOOL**  
**School Site Council Membership Roster**  
**2022-2023**

**SSC - Officers**

Chairperson:	Joanna Davis
Vice Chairperson:	Elizabeth Noone
Secretary:	Samantha Keller

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Samantha Keller	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Joanna Davis*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Elizabeth Noone	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Kameryn Sanchez*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maria Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Juana Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Juana Garcia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Helen Carranza	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Maria Miranda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Annie Strugatsky*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Last Wednesday of the month @ 5:00 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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