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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Highland Community School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 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)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Highland Community School



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

## 2024-25 School Plan for Student Achievement (SPSA)

**School:** Highland Community School  
**CDS Code:** 1612596001903  
**Principal:** Samantha Keller  
**Date of this revision:** 5/15/2024

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

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

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

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/15/2024*  
*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Benjamin "Sam" Davis, Board President**

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES**

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

- |   |  |  |
|---|--|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program                      | <input type="checkbox"/> Additional Targeted Support & Improvement                 | <input type="checkbox"/> 21st Century Community Learning Centers                     |
| <input type="checkbox"/> Title I Targeted Assistance Program                        | <input checked="" type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input checked="" type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base      | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier            | <input checked="" type="checkbox"/> LCFF Supplemental                              | <input type="checkbox"/>   |

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 § 6500.
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:** 5/15/2024

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 <i>Principal</i>	<i>Samantha Keller</i> Signature	<u>5/15/2024</u> Date
Maria Carnock <i>SSC Chairperson</i>	<i>Maria Carnock</i> Signature	<u>05/15/24</u> Date
Monica Thomas <i>Network Superintendent</i>	<i>Monica Thomas</i> Signature	<u>5/21/24</u> Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	<u>5/21/24</u> Date

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/19/2024	Parent Engagement	Shared rationale and overview of site plan during Coffee w/ Ms. Keller
1/17/2024	SSC	Shared site plan and mid-year data review
2/12/2024	Instructional Leadership Team	Conducted ILT work session to identify strategies for English Learners
2/26/2024	Instructional Leadership Team	Conducted ILT work session to refine teacher, leadership, and organizational practices aligned to school goals
3/12/2024- 3/14/2024	Students grades 4-4	Conducted student focus groups to develop Highland graduate profile / gathered feedback about instructional practices, effective teaching, student leadership, and school culture
5/15/2024	SSC	Convene feedback session with staff on goals and activities to increase student achievement

## 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.

### **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.

## 2024-25 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$169,850.00
Total Federal Funds Provided to the School from the LEA for CSI	see FTE award
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,197,814.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$154,800	LCFF Discretionary (General Purpose Discretionary #0000)	\$23,400
Title I, Part A Parent & Family Engagement (Title I #3010)	\$4,300	LCFF Supplemental (LCFF Supplemental #0002)	\$312,525
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$10,750	After School Education & Safety (ASES) (ASES #6010)	\$132,483
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	see FTE award	California Community Schools Partnership Program (CCSPP #6332)	\$475,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$84,556
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$169,850</b>		<b>\$1,027,964</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$1,197,814.00</b>
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**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School Name: Highland Community School**

**School ID: 125**

**CDS Code: 1612596001903**

**SSC Approval Date: 05/15/24**

**Board Approval Date: 8/14/2024**

**School Mission and Vision**

**Vision**

At Highland we are building a community characterized by empathy, compassion, and respect, where all students' cultures, languages, and experiences are honored. Students are learning to regulate their emotions and behavior, follow expectations, resolve conflicts, and problem solve—what is known at Highland as “handling your business.” Highland learners are achieving grade-level academic proficiency, exhibiting a growth mindset, learning to advocate for themselves, exhibiting curiosity, and cultivating dreams for future success in college and/or career.

**Mission**

At Highland we implement core curriculum with fidelity and integrity in order to support students to achieve grade-level proficiency. Our approach to teaching students new academic content and social-emotional skills includes: explicit instruction, adult modeling of desired skills and behaviors, regular positive feedback to students, and celebrations of learning and growth.

**Core Values**

Include Everyone

Handle Your Business

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

• Comprehensive Support & Improvement

Low Performing

The purpose of this schoolwide plan is to improve outcomes for all students. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of the CSI, Title I, and other targeted funding programs.

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

Funding is distributed equitably.

School Demographics, 2022-23								
% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
50.6%	16.1%	77.0%	0.0%	0.2%	10.5%	99.1%	64.9%	1.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
49.4%	0.7%	2.0%	0.0%	0.0%	0.5%	98.4%	10.5%	86.6%

### 1B: GOALS & IDENTIFIED NEEDS

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

<b>School Goal:</b>	If we deliver daily rigorous lessons requiring students to read, write, and engage in academic discussion, then students will improve in meeting grade level standards based on grade level assessments.
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<b>Identified School Need:</b>	Rigorous Tasks
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#### Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	33.3%	not available until fall 2024	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	31.0%	not available until fall 2024	not available until fall 2025	46.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	40.3%	not available until fall 2024	not available until fall 2025	55.0%

#### English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-115.0	not available until fall 2024	not available until fall 2025	-100.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	34.8%	not available until fall 2024	not available until fall 2025	50.0%



<b>Mathematics/Science Measures &amp; Targets</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC Math Distance from Standard Met	All Students	-136.7	not available until fall 2024	not available until fall 2025	-100.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	2.6%	not available until fall 2024	not available until fall 2025	20.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.8%	not available until fall 2024	not available until fall 2025	20.0%

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal:** 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.

**Identified School Need:** Data Driven Instruction

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

<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
SBAC ELA Distance from Standard Met	Special Education Students	-180.2	not available until fall 2024	not available until fall 2025	-150.0
SBAC ELA Distance from Standard Met	African American Students	-128.5	not available until fall 2024	not available until fall 2025	-100.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	77.8%	not available until fall 2024	not available until fall 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-213.1	not available until fall 2024	not available until fall 2025	-150.0
SBAC Math Distance from Standard Met	African American Students	-155.8	not available until fall 2024	not available until fall 2025	-100.0

Reclassification Measures & Targets <i>*Complete <a href="#">Part 1 of ELD Reflection</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.7%	not available until fall 2024	not available until fall 2025	15.0%
LTEL Reclassification	Long-Term English Learners	20.0%	not available until fall 2024	not available until fall 2025	30.0%

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

<b>School Goal:</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>Identified School Need:</b>	Family engagement and school connectedness

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	not available until fall 2024	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	0.8%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	2.1%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	75.6%	not available until fall 2024	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	72.0%	not available until fall 2024	not available until fall 2025	40.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>					
<b>School Goal:</b>	If high quality Professional Learning and coaching are centered on student goals, lesson planning, instructional strategies, and progress monitoring, then student academic outcomes will improve.				
<b>Identified School Need:</b>	Quality Professional Learning and Coaching				
<b>Measure</b>	<b>Target Staff Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
One-Year School Teacher Retention Rate	All Teachers	70.4%	not available until fall 2024	not available until fall 2025	85.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1:	<i>If we deliver daily rigorous lessons requiring students to read, write, and engage in academic discussion, then students will improve in meeting grade level standards based on grade level assessments.</i>	<p><b><i>i-Ready Mid Year Diagnostic Results:</i></b>  -22% of kindergartners at grade level  -25% of 3rd graders at grade level</p> <p><b><i>i-Ready Mid Year Growth:</i></b>  -40% of students made 60%+ typical growth from BOY Diagnostic to MOY Diagnostic  -16.4% increase of 3rd graders reading at grade level mid year this year as compared to mid year last year</p> <p><b><i>SIPPS</i></b>  -51.5% of kindergartners at target lesson as of mid year</p> <p><b><i>Kindergarten Letter ID</i></b>  -76.1% mastered Letter ID by end of January</p>
LCAP Goal 2:	<i>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.</i>	<i>PLCs dedicated to analysis of math and literacy tasks</i>

LCAP Goal 3:	<i>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.</i>	<i>Implemented Sown to Grow this year (consistently impletemented in 7/18 classrooms). Continue communication to families through mailing for parents that do not have access to technology and provide translation services to parent engagement activities</i>
LCAP Goal 4:	<i>If high quality Professional Learning and coaching are centered on student goals, lesson planning, instructional strategies, and progress monitoring, then student academic outcomes will improve.</i>	<p><b>Professional Learning</b> -alignment within PLCs and across grade levels -weekly student work analysis</p> <p><b>Pacing</b> grade level teams mostly on pace with each other in literacy and math</p>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	<i>If we deliver daily rigorous lessons requiring students to read, write, and engage in academic discussion, then students will improve in meeting grade level standards based on grade level assessments.</i>	<p><b>SIPPS</b> 15.5% of 1st graders at target lesson as of mid year</p> <p><b>Kindergarten Letter ID</b> 76.1% mastered Letter ID by end of January</p> <p><b>i-Ready Mid Year Diagnostic</b> Reading: 54.5% of students scored 2+ years below grade level Math: 57.3% of students scored 2+ years below grade level</p>
LCAP Goal 2:	<i>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.</i>	<i>Incomplete and inconsistent use of CEA trackers prevent us from progress monitoring over time</i>

<p><i>LCAP Goal 3:</i></p>	<p><i>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.</i></p>	<p><b>Attendance</b>  <i>30% of students with satisfactory attendance as of mid year  11% of students with severe chronic absence as of mid year</i></p> <p><b>Suspensions</b>  <i>8 incidences, up from 5 last year</i></p> <p><b>Sown to Grow</b> <i>being implemented inconsistently</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>If high quality Professional Learning and coaching are centered on student goals, lesson planning, instructional strategies, and progress monitoring, then student academic outcomes will improve.</i></p>	<p><i>Strategies from PD implemented with varying quality and consistency</i></p>

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Highland Community School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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.**

We had two unexpected mid year classroom vacancies which resulted in both of our TSAs needing to shift the focus of their work in order to support those classes. Regular coaching and quality Professional Learning have been impacted by this shift.

We've also been unable to fill our Newcomer Teacher Leader position this year so one of our Literacy Tutors has created two small groups to work with our newcomer students.

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

**Rigorous Tasks:** District-adopted curriculum is being implemented in 100% of classrooms. PLCs will continue to analyze student work and collaborate around best practices for lesson planning and delivery

**Data Driven Instruction:** PLCs analyze benchmark data during collaboration time and use data to create student groups; student groups receive targeted instruction based on data

**Family Engagement and School Connectedness:** Staff use restorative practices that support students and families; lack of consistency in the upholding of expectations

**Quality Professional Learning and Coaching:** Professional Development has lacked consistency and quality this year; some strategies have been implemented in some classrooms

**Conditions for Black Students:** Staff develop partnerships with Black students and families using restorative practices

**Conditions for English Language Learners:** Designated and Integrated ELD implemented into many but not all 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.**

**Rigorous Tasks:** Continue focus on implementation and best practices in PD and PLCs; increase frequency of walkthrough/feedback loops

**Data Driven Instruction:** Continue to develop a data driven culture, ensure Professional Learning supports assessment calendar/completion/analysis

**Family Engagement and School Connectedness:** Through Professional Learning, align language and use of restorative practices to support students and families in order to ensure consistency

**Quality Professional Learning and Coaching:** Align Professional Learning and Coaching with Cycles and individual need

**Conditions for Black Students:** Provide PD related to anti-racism and implicit bias; provide PD on high leverage teaching strategies and ensure African American students are engaging with text/task and to deepening their understanding of standards

**Conditions for English Language Learners:** Provide PD to deepend understanding of Designated and Integrated ELD instruction

**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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
STIP sub	i-Ready Math at or above Mid-Grade	covers classrooms when there are teacher absences and for: -teacher peer observations -assessment administration -small group support	99% of teachers are able to complete assessments more easily, 0 classes have been without coverage this year, assessments completed in a timely manner	continue - teachers are able to complete assessments more easily, rarely (if at all) have had uncovered classrooms, assessments completed in a timely manner
11-Month Classroom Teacher on Special Assignment (TSA)	College/Career Readiness	provide coaching to teachers; lead Professional Learning; model/demo lessons	The TSA supports teachers with lesson planning and data analysis resulting in 80% of teachers feeling better prepared with their lessons	continue - we will continue to make data driven decisions and support teachers in planning quality lessons

Attendance Specialist, Bilingual	Chronic Absenteeism	monitor student attendance; analyze attendance data and work with families to set attendance goals	Attendance Specialist leads our Attendance Team which meets weekly to analyze student attendance data; this has resulted in an average overall satisfactory attendance rate of 90%	continue - our Attendance Specialist develops relationships with students and families and supports them to improve attendance
Field Trips	College/Career Readiness	enhance grade level standards	15/20 classes have taken field trips this year resulting in inequity across the campus; we will disseminate information about field trip opportunities to all teachers	continue - set clear expectations for grade level and school wide field trips



**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

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

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

**School Goal:** If we deliver daily rigorous lessons requiring students to read, write, and engage in academic discussion, then students will improve in meeting grade level standards based on grade level assessments.

**Identified Need:** Rigorous Tasks

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Students engage in academic discourse throughout the day	All Students	Academic	Tier 1 - Universal
1-2	Backwards planning, student data analysis, lesson planning for academic instruction	All Students	Academic	Tier 1 - Universal
1-3	Implement differentiated small group instruction via ALL Block (3-5) and Labs (K-2).	All Students	Academic	Tier 2 - Supplemental
1-4	Daily foundational skills are taught every day in K-2 classrooms.	All Students	Academic	Tier 1 - Universal

**LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.**

**School Goal:** If we provide differentiated intervention and acceleration to students reading below grade level, then students will read closer to grade level.

**Identified Need:** Data Driven Instruction

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
2-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Math, Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
2-3	Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning.	All Students	Academic	Tier 1 - Universal
2-4	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards accelerated goals.	Students performing below grade level	Academic	Tier 2 - Supplemental
2-5	Support and monitor the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 - Universal

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

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

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

**School Goal:** If high quality Professional Learning and coaching are centered on student goals, lesson planning, instructional strategies, and progress monitoring, then student academic outcomes will improve.

**Identified Need:** Quality Professional Learning and Coaching

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

**CONDITIONS FOR BLACK STUDENTS** [\*Instructions & resources\*](#)

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

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

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
2225 - Attendance Sp OT	\$2,200	LCFF Discretionary	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	125-1
2425 - Admin OT	\$2,200	LCFF Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	125-2
5610 - Equip Maintenance & Repairs	\$4,000	LCFF Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Backwards planning, student data analysis, lesson planning for academic instruction	125-3
4310 - Materials and Supplies	\$15,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Backwards planning, student data analysis, lesson planning for academic instruction	125-4
1120 - Teachers Salaries Stipends	\$445	LCFF Supplemental	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.		Backwards planning, student data analysis, lesson planning for academic instruction	125-5

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$19,117	LCFF Supplemental	1105	Certificated Teachers' Salaries	76	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.15	Goal 1: All students graduate college, career, and community ready.		Backwards planning, student data analysis, lesson planning for academic instruction	125-6
TSA Classroom 11Mos	\$20,010	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.		Identify a leader on site (TSA) whose role it will be to support new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and support new teachers throughout the year.	125-7
Teacher Education Enhancement	\$20,372	LCFF Supplemental	1105	Certificated Teachers' Salaries	3666	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.2	Goal 1: All students graduate college, career, and community ready.		Provide an additional PLC during the school day for teachers collaboration.	125-8
Teacher Education Enhancement	\$41,145	LCFF Supplemental	1105	Certificated Teachers' Salaries	8416	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.4	Goal 1: All students graduate college, career, and community ready.		Provide an additional PLC during the school day for teachers collaboration.	125-9
Teacher Education Enhancement	\$63,311	LCFF Supplemental	1105	Certificated Teachers' Salaries	8416	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.45	Goal 1: All students graduate college, career, and community ready.		Provide an additional PLC during the school day for teachers collaboration.	125-10
Teacher STIP	\$72,848	LCFF Supplemental	1105	Certificated Teachers' Salaries	7450	STIP Teacher	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Implement differentiated small group instruction via ALL Block (3-5) and Labs (K-2).	125-11
TSA Classroom 11Mos	\$75,276	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4253	11-Month Classroom Teacher on Special Assignment (TSA)	0.41	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Professional Development: engage in cycles of inquiry by implementing instructional strategies, monitor student goals, and refine instruction as needed	125-12



PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5826 Field Trips - Transportation	\$5,799	Title I, Part A Schoolwide Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	Students engage in academic discourse throughout the day	125-13
Teacher STIP	\$18,212	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	7450	STIP Teacher	0.2	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Implement differentiated small group instruction via ALL Block (3-5) and Labs (K-2).	125-14
TSA 10Pay	\$130,789	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	New	10-Month Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards accelerated goals.	125-15
5910 - Postage	\$300	Title I, Part A Parent & Family Engagement	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	School Connectedness: Provide monthly communication to families about students' academic progress toward their goals. Leaders will host monthly parent meetings that empower families to best support their child and better partner with teachers and school staff around academic achievement.	125-16
2225 - Translation (Staff OT)	\$4,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	School Connectedness: Provide monthly communication to families about students' academic progress toward their goals. Leaders will host monthly parent meetings that empower families to best support their child and better partner with teachers and school staff around academic achievement.	125-17
5825 - Consultants	\$10,750	Title IV, Part A Student Support & Academic Enrichment	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide Lincoln Mental Services/School Counselor to support students and families socially, emotionally, and behaviorally.	125-18

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultants	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-19
5100 - Subagreements For Services	\$107,483	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-20
7310 - Indirect Cost	\$4,176	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards accelerated goals.	125-21
TSA Classroom 11Mos	\$108,324	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	4253	11-Month Classroom Teacher on Special Assignment (TSA)	0.59	Goal 1: All students graduate college, career, and community ready.		Professional Development: engage in cycles of inquiry by implementing instructional strategies, monitor student goals, and refine instruction as needed	125-22
4399 - Unallocated	\$15,000	Educator Effectiveness Grant	4399	Unallocated	n/a	n/a	n/a	n/a		Backwards planning, student data analysis, lesson planning for academic instruction	125-23
5826 - Prof-Services Non-Contract	\$6,000	California Community Schools Partnership Program	5826	External Work Order Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards accelerated goals.	125-24

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Noon Supervisor	\$13,484	California Community Schools Partnership Program	2905	Other Classified Salaries	3095	Noon Supervisor	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-25
5829 - Admission Fees (fieldtrips)	\$20,000	California Community Schools Partnership Program	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Students engage in academic discourse throughout the day	125-26
4310- Materials and Supplies (for PBIS)	\$20,606	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-27
Noon Supervisor	\$25,652	California Community Schools Partnership Program	2905	Other Classified Salaries	584	Noon Supervisor	0.3	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-28

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Attendance Specialist Bil	\$50,272	California Community Schools Partnership Program	2205	Classified Support Salaries	9661	Attendance Specialist, Bilingual	0.5	Goal 2: Within three years, focal student groups will demonstrate accelerated growth to close our achievement gap.		Chronic Absenteeism: Engage parents through regular communication (including initial 1:1s or Parent-Teacher Home Visits), establishing foundational relationships, and partnership for student learning. Offer workshops or classroom meetings to help parents understand grade level expectations, the impact of chronic absenteeism, and how they can work with their teacher to support their children at home.	125-29
Program Mgr Community School	\$75,500	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	7798	12-Month Community School Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning.	125-30
5825 - Consultants	\$130,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Student Connectedness: Leaders provide professional learning time for teachers to learn how to create and implement a positive culturally responsive classroom culture (aligned to PBIS). Leaders direct new teachers, to new teacher professional learning series to strengthen these practices.	125-31
Counselor	\$133,486	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9662	Counselor	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Ensure teacher conference time and home visits are embedded into school calendar, PD time for family engagement is scheduled. Teachers will build strong relationships with families through ongoing 2-way communication and contact.	125-32
4310 - Materials and Supplies	\$3,067	Proposition 28 (Arts & Music in Schools)	4304	Classroom Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Backwards planning, student data analysis, lesson planning for academic instruction	125-33

PROPOSED 2024-25 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement	\$81,489	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	3666	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.8	Goal 1: All students graduate college, career, and community ready.		Provide an additional PLC during the school day for teachers collaboration.	125-34
TSA Classroom 11Mos	\$140,069	Comprehensive Support & Improvement (CSI) Grant	1119	Certificated Teachers on Special Assignment Salaries	New	11-Month Classroom Teacher on Special Assignment (TSA)	0.88	Goal 1: All students graduate college, career, and community ready.		Identify a leader on site (TSA) whose role it will be to support new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and support new teachers throughout the year.	125-35
Library Technician	\$97,179	Measure G, Library Support	2205	Classified Support Salaries	7468	Library Technician	0.8	Goal 1: All students graduate college, career, and community ready.		Implement differentiated small group instruction via ALL Block (3-5) and Labs (K-2).	125-36



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

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

### **Highland Community School**

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

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

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

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

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

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

- report card conferences, monthly SSC meetings, parent workshops

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

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

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

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

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

- Monthly SSC meetings

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

- Newsletters/calendars, parent conferences, family events

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

- Newsletters/calendars, flyers, Parent Square communications

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

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

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

- Supporting Families with volunteer requirements

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

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

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

- Family workshops

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

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

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

- Monthly SSC meetings

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

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

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

- Reviewing school priorities and student data at SSC meetings

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

- Providing translated documents

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

- Communicating monthly with parents

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

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

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

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

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

### **ADOPTION**

This policy was jointly developed and adopted by Highland Community School on September 1, 2023 and will be in effect for the period August 7, 2023 through May 23, 2024

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 1, 2023  
Date

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





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

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

### Highland Community School

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

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

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

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

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

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

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

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

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

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

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

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

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

- Reuniones mensuales del SSC

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

- Boletines/calendarios, conferencias para padres, eventos familiares

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

- Boletines/calendarios, volantes, comunicaciones de Parent Square

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

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

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

- Apoyando a las familias con requisitos de voluntariado

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

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

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

- talleres familiares

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

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

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

- Reuniones mensuales del SSC

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

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

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

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

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

- Proporcionar documentos traducidos

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

- Comunicarse mensualmente con los padres

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

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

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

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

**Adopción**

Esta política fue adoptada por el Consejo Escolar de Highland Community School el 9 de septiembre de 2022 y estará vigente durante el período del 7 de agosto de 2023 al 23 de mayo de 2024.

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

Samantha Keller  
Name of Principal



Signature of Principal

September 1, 2023  
Date

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



## **School-Parent Compact**

### **Highland Community School**

### **2023-2024**

*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 2023-2024 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 1, 2023, and will be in effect for the period of August 7, 2023 to May 23, 2024.

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, 2023.

<u>Samantha Keller</u>		<u>September 1, 2023</u>
<b>Name of Principal</b>	<b>Signature of Principal</b>	<b>Date</b>

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



## **Pacto entre la escuela y los padres Highland Community School 2023-2024**

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

*Este Pacto entre la escuela y los padres está vigente para el año escolar 2019-20.*

### **Responsabilidades de la escuela**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Responsabilidades del maestro**

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

**Responsabilidades de los padres**

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

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

Este pacto fue adoptado por Highland Community School el 1 de septiembre de 2023, y estará vigente durante el período del 7 de agosto de 2023 al 23 de mayo de 2024.

La escuela distribuirá el Pacto a todos los padres y familiares de los estudiantes que participan en el programa Título I, Parte A en o antes del 15 de septiembre de 2023.

Samantha Keller  
Name of Principal



Signature of Principal

September 1, 2023  
Date



## Highland Community SCHOOL

### School Site Council Membership Roster

**2023-2024**

### SSC - Officers

Chairperson:	Maria Carnock
Vice Chairperson:	Samantha Keller
Secretary:	Kameryn Sanchez

### 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"/>	
Maria Carnock	<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"/>	
Dashawna Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Lizbeth Miranda	<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"/>	
Juana Hernandez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Talib Coffield	<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> <small>(Day/Month/Time)</small>	3rd Wednesday of the month @ 5:00 pm
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**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