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Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Highland Community School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Highland Community School

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Highland Community School



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2025-26 School Plan for Student Achievement (SPSA)

School: Highland Community School
CDS Code: 1612596001903
Principal: Samantha Keller
Date of this revision: 5/13/25

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

Position: Principal

Address: 8521 A Street

Telephone: 510-729-7723

Oakland, CA 94621

Email: samantha.keller@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/13/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Highland Community School

Site Number: 125

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

- ☒ Title I Schoolwide Program ☐ Comprehensive Support & Improvement (CSI) Grant ☐ Additional Targeted Support & Improvement
- ☐ Title I Targeted Assistance Program ☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 5/12/2025

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

- ☒ Flyers in students' home languages ☐ Announcement at a public meeting ☒ Other (notices, ParentSquare blasts, etc.)

Signatures:

Samantha Keller

Principal

Samantha Keller

Signature

5/13/2025

Date

Maria Carnock

SSC Chairperson

Maria Carnock

Signature

5/13/2025

Date

SELLS Representative (optional)

Signature

Date

Monica Thomas

Network Superintendent

Monica Thomas

Signature

5/14/25

Date

Lisa Spielman

Director, Strategic Resource Planning

Lisa Spielman

Signature

5/14/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/17/2024	ILT	Review enrollment projections, understand budget timelines, identify school priorities
12/18/2024	Faculty	Review enrollment projections, understand budget timelines, identify school priorities
12/19/2024	SSC	Review Trimester 1 goals and data, identify school priorities
1/14/2025	Culture & Climate Team	Reviewed implementation of strategic actions related to school culture
1/21/2025	ILT	Conducted ILT work session to review data and complete needs assessment and annual review
2/27/2025	SSC	Reviewed SPSA parts 1, 2, & 3
4/24/2025	SSC	Reviewed and received input on Community School Plan
4/28/2025	Students grade 5	Conducted student focus groups to gather feedback on

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

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).
- **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.

2025-26 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$167,980.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$932,631.22

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$163,440
Title I, Part A Parent & Family Engagement (#3010)	\$4,540
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$167,980

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$932,631.22

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$47,700
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$133,033
Community Schools Grant (CCSPP #6332)	\$285,000
Proposition 28 (Arts & Music in Schools #6770)	\$148,918
SUBTOTAL OF STATE & LOCAL FUNDING:	\$764,651

2025-26 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:	Board Approval Date:
School Mission and Vision		
<p>Vision: Highland Community School celebrates and fosters the development of high academic achievement by providing all students with a joyful learning experience.</p> <p>We will do this by:</p> <ul style="list-style-type: none"> Delivering engaging lessons that promote high levels of academic discourse. Developing proficient readers and writers who can cite evidence to support their thinking. Teaching language strategies that promote the development of academic language for all students Encouraging student ownership of their learning through academic and SEL goal setting. Supporting a safe, caring community where all members are valued and find joy in teaching and learning from one another. <p>The Highland Way:</p> <ul style="list-style-type: none"> <u>Help others:</u> show empathy, work together <u>Include everyone:</u> show and receive respect, resolve conflict and move on, put yourself in someone else's shoes, honor cultures, languages, and experiences <u>Grow:</u> strive to learn more every day, work toward your goals and don't give up, be confident and look for the good in situations <u>Handle our business:</u> be responsible for your behaviors and emotions, learn routines and follow The Highland Way, look for creative ways to solve problems for yourself <u>Learn:</u> read at your grade level, do grade level math, use evidence to support your ideas during discussions and in writing <u>Advocate:</u> use your voice to ask for what you need, communicate effectively and respectfully, think for yourself and make good decisions <u>Notice:</u> be curious and ask questions to keep learning, notice your surroundings <u>Dream:</u> celebrate your culture and language, make your family, friends, and school community proud, try new things 		
Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)		
Funding is distributed equitably.		

School Demographics, 2023-24								
% 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.

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

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%	21.4%	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%	15.3%	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%	41.8%	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 & CAST exclude 10% penalty, if applicable.					
SBAC ELA Distance from Standard Met	All Students	-115.0	-114.9	not available until fall 2025	-100.0

SBAC ELA Participation	All Students	100.0%	97.0%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	34.8%	42.9%	not available until fall 2025	50.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-136.7	-130.8	not available until fall 2025	-100.0
SBAC Math Participation	All Students	88.9%	88.9%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	2.6%	4.2%	not available until fall 2025	20.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	3.8%	4.5%	not available until fall 2025	20.0%
California Science Test (CAST) Participation	All Students	100.0%	100.0%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.	
School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-180.2	-144.9	not available until fall 2025	-100.0
SBAC ELA Distance from Standard Met	African American Students	-128.5	-153.3	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%	61.5%	not available until fall 2025	40.0%
SBAC Math Distance from Standard Met	Special Education Students	-213.1	-170.2	not available until fall 2025	-100.0
SBAC Math Distance from Standard Met	African American Students	-155.8	-154.0	not available until fall 2025	-100.0
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	5.7%	7.3%	not available until fall 2025	15.0%
LTEL Reclassification	Long-Term English Learners	20.0%	66.7%	not available until fall 2025	30.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	n/a	66.7%	not available until fall 2025	85.0%
Out-of-School Suspensions	All Students	0.8%	1.1%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	2.1%	3.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.5%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	75.6%	36.7%	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	72.0%	52.4%	not available until fall 2025	40.0%

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

School Goal:	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:	Specifically: <ul style="list-style-type: none"> - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential. 				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	70.4%	65.7%	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none">-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp	<ul style="list-style-type: none">-increase of 8.1% of 3rd-5th grade students who grew one or more years in reading on i-Ready from 2022-23 to 2023-24-SBAC Math distance from standard met for 3rd-5th grade students decreased from -136.7 to -130.8 points, +5.9-increase of 1.6% of K-5 students who are at or above Mid-Grade on i-Ready Math-we implemented differentiated small group instruction during ALL Block and through SIPPS groups-during collaboration time, teachers backwards planned, unpacked curriculum embedded assessments, and analyzed student data
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none">- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY	<ul style="list-style-type: none">- Distance from standard met for SBAC ELA decreased from -180.2 to -144.9 for special education students- Decrease of special education students reading multiple years below grade level by 16.3% as measured by i-Ready- Distance from standard met for SBAC Math decreased from -213.1 to -170.2 for special education students- Increase in LTEL reclassification from 20% to 66.7%

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>-decrease in schoolwide chronic absenteeism from 75.6% in 2022-23 to 36.7% in 2023-24</p> <p>-decrease in chronic absenteeism for African American students from 2022-2023 72% to 52.4%</p> <p>-have maintained an annual suspension rate below 2% for all students since 2022-23</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>In 2024-25, we have four first-year teachers and fourteen teachers without credentials who are working toward earning credentials. New teachers have been matched with onsite coaches who connect them to resources, provide PD opportunities, incorporate individual goals into PLC agendas, model instruction, provide coaching and feedback, and support with tasks to continue on the path toward becoming credentialed. Evidence of this progress can be seen in PLC agendas, calendar invites, and correspondence such as emails.</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> -students in grades 3-5 are -130.8 distance from standard met on SBAC Math and -114.9 distance from standard in ELA -decrease of 15.7% in i-Ready Growth of One Year or More for 1st grade students from 2022-23 to 2023-24 -decrease of 11.9% in i-Ready Growth of One Year or More for K students from 2022-23 to 2023-24 -Increase opportunities for students to learn outside of the classroom to deepen their understanding in core subjects -despite teacher collaboration time embedded into the school, teachers still need more time to deepen their work in planning and data analysis
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> - Distance from standard met for SBAC ELA increased from -128.5 to -153.3 for African American students. - 61.5% of special education students are reading multiple years below grade level as measured by i-Ready. - Distance from standard met for SBAC Math only decreased from -155.8 to -154.0 for African American students. - ELL reclassification rate is only 7.3%

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>-chronic absenteeism for African American students was 52.4% in 2023-24, 15 pp higher than all students</p> <p>-increase in suspensions for African American students from 2.1% in 2022-23 to 3.0% in 2023-24</p> <p>-increase in suspensions for Special Education students from 0% in 2022-23 to 1.5% in 2023-24</p> <p>Monthly parent meetings and activities provide time for parents to learn strategies to use at home with their child. A variety of our Family Engagement events provide supplies and materials for families to work at home with their child.</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>- 23.6% of 1st grade students were at the SIPPS benchmark lesson as of January.</p> <p>- 15.3% of 2nd grade students were at the SIPPS benchmark lesson as of January.</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Highland Community School

SPSA Year Reviewed: 2024-25

SPSA Link: [2024-25 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.

LCAP Goal 1 & 2: All students have shared high quality work with families through performance tasks and celebrations of learnings. Data reflects higher rates of mastery test completion and higher rates of mastery tests passed (however rates of students at the target lesson have not accelerated), teachers have backwards planned all modules before instruction begins. As a school we are not ready to unroll labs but ALL Block is beginning to be implemented in most classrooms after several weeks of PD. PLC structure allows for weekly collaborative lesson planning and analyzing student data (however we are moving towards PLC time used for the conversation and scoring happening outside of PLC).

LCAP Goal 3: As of January, 42% of teachers are consistently allocating time each week for student check-ins through Sown to Grow. Strong attendance team strategies and communication with families has led to an increase in positive daily attendance and a decrease in chronic absenteeism. Our bell schedule reflects the need for increased communication with families regarding academic progress as there are 3 additional minimum days for teachers to complete mid-trimester progress reports. Each month, the leadership team offers workshops for families and is responsive to changes in current policy which has led to additional family meetings.

LCAP Goal 4: All teachers receive 2 PLCS each week, one facilitated by a TSA and one that is teacher-directed. During facilitated PLCS, student goals are monitored, teachers collaboratively plan instruction and discuss the implementation of instructional strategies. The administration team has identified teachers/teams of teachers who need differentiated levels of support and have adjusted the coaching schedules so that extended time can be spent coaching those teachers/teams through weekly collaborative planning.

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

LCAP Goal 1 & 2: We have seen an increase in the joy of learning throughout the school. Overall, teachers are either on pace or further in pacing than in previous years. This allows students an increase in the number of opportunities provided to access to grade level standards. Implementing ALL Block across all grades 3-5 classrooms has been a slow rollout.

LCAP Goal 3: Student responses in Sown to Grow have allowed our MTSS team to follow up with individual students and connect them to available resources as needed.

LCAP Goal 4: Strong PLCs are leading to more effective planning, better lesson pacing, and using data to identify next steps.

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.

n/a

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
5826 Field Trips - Transportation	busses and/or transportation fees (BART, etc).	Student Connectedness to School	Provide students with access to a variety of academic experiences both in and out of the classroom	100% of field trips provide enrichment opportunities aligned to grade level standards and literacy themes to support student in becoming experts on these topics. The additional schema gained from field trips enhances the quality of student work produced. 100% of K-5 students have produced high quality work which has been shared publicly during celebrations of learning.	We will continue to provide enrichment opportunities for all students.
Teacher STIP	STIP sub to provide academic support and growth for students	i-Ready Reading at or above Mid-Grade	Provide academic support for students by facilitating ELA and Math intervention groups. Support academic growth by releasing teachers for academic conferences, peer observations, and coaching.	For the first half of the school year, our STIP sub has been able to release teachers daily for academic conferences, peer observations, IEP meetings, and coaching. Beginning in January, our STIP sub has stepped in to be a full-time teacher for a 1st grade class. As a result, stability in this class has been maintained as seen through a 93% positive attendance rate, 33.4% of students at/above the target lesson in SIPPS, and 33% of students on track to being at the target lesson by end of year.	We will discontinue due to new site staffing allocation restrictions

TSA 10Pay	TSA to provide reading intervention	i-Ready Reading at or above Mid-Grade	<p>Facilitates Professional Learning Communities/Professional Development.</p> <p>Coordinates intervention services for at-risk students.</p> <p>Leads Professional Learning around backwards planning for new units with teachers.</p> <p>Observes the PLC collaboration groups to progress monitor successes and challenges of backwards planning.</p>	<p>A large percentage of students are taking more SIPPSS mastery tests and are passing more mastery tests this year as compared to previous years. However, our rates of students at the target benchmark lesson have remained consistent to last year.</p>	We will continue but focus on the target benchmark lesson.
5910 - Postage	Postage	Student Connectedness to School	Provide monthly communication to families about students' academic progress toward their goals.	We have not needed to use much postage to mail home communication	We will discontinue, there is no longer a need to mail communication home
2225 - Translation (Staff OT)	Provide extended contracts for staff to translate for families during report card conferences	Student Connectedness to School	Provide translation during report card conferences	We have been able to provide translation to 100% of families needing it at all school meetings (ie. report card conferences, SSC, Family Workshops such as "Know Your Rights," Coffee with the Counselor, etc.)	We will continue as there is a continued need to communicate with families in their home languages

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Highland Community School	SCHOOL ID:	125
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas.

#	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	Teachers will use conversation cues, discussion protocols, and sentence frames to engage students 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 SIPPS.	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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

#	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
2-6	ILT will analyze student assessment data to monitor the progress of Black students and English Language Learners, and to adjust instructional practices as needed	Black students, ELLS	Academic	Tier 2 - Supplemental
2-7	Establish systems and structures for the SPED team to: -calendar IEP assessments and meetings -be in regular communication about the progress of individual cases -fulfill the service minutes for each student -communicate with gen ed teachers about IEP goals -complete IEPs on time	Students with IEPs	Academic, Behavioral, SEL/mental health	Tier 3 - Intensified

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	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:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<u>Stages and Actions for ELD Implementation</u>		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
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 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
contract with a lead agency (EBAC) that provides after school care by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours students and families will benefit	\$108,033	After School Education & Safety (ASES)	5100	Subagreements For Services	n/a	n/a	n/a			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
contract with a lead agency (EBAC) that provides after school care by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours students and families will benefit	\$25,000	After School Education & Safety (ASES)	5825	Consultants	n/a	n/a	n/a			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
funding .35 FTE art teacher, increasing total FTE to .8 by providing additional art instruction for students, we are able to provide additional release time for teachers to collaborate; collective teacher efficacy will lead to increased student outcomes students and classroom teachers will benefit	\$51,165	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	8416	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.35			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.	125-3
will purchase adequate supplies and materials are required in order to provide art instruction teacher collaboration occurs while students receive art instruction; enrichment materials and supplies are necessary to provide art instruction to students students and teachers will benefit	\$29,754	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			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.	125-4

PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
<p>using .45 FTE Prop 28 carryover funds art teacher at .8 FTE</p> <p>by providing additional art instruction for students, we are able to provide additional release time for teachers to collaborate; collective teacher efficacy will lead to increased student outcomes</p> <p>students and classroom teachers will benefit</p>	\$65,783	Arts & Music in Schools (Proposition 28) Carryover	1105	Certificated Teachers' Salaries	8416	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.45			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.	125-5
<p>will purchase adequate supplies and materials are required in order to provide art instruction</p> <p>teacher collaboration occurs while students receive art instruction; enrichment materials and supplies are necessary to provide art instruction to students</p> <p>students and teachers will benefit</p>	\$2,217	Arts & Music in Schools (Proposition 28) Carryover	4310	School Office Supplies	n/a	n/a	n/a			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.	125-6
<p>funding .3 noon supervisor</p> <p>providing increased noon supervision will support student safety during recess time</p> <p>students, teachers, and staff will benefit</p>	\$13,445	California Community Schools Partnership Program	2905	Other Classified Salaries	3095	Noon Supervisor	0.3			Use daily Caring School Community lessons and weekly Sown to Grow data to develop meaningful relationships by following up with students needing support.	125-7
<p>funding full-time school counselor</p> <p>a full-time counselor will provide behavioral, social emotional, and mental health student services in order to support the whole child</p> <p>students, staff, and families will benefit</p>	\$107,953	California Community Schools Partnership Program	1205	Certificated Pupil Support Salaries	9978	Counselor	1.0			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.	125-8
<p>funding .25 FTE Community Schools Manager (CSM) to increase total FTE to 1.0</p> <p>by funding a full-time CSM, we will be able to connect students and families to resources that help support basic needs</p> <p>students, staff, and families will benefit</p>	\$42,057	California Community Schools Partnership Program	2305	Classified Supervisors' and Administrators' Salaries	New Position 07	11-Month Community School Manager	0.25			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.	125-9

PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
funding .2 FTE Case Manager to increase total FTE to 1.0 by funding a full-time Case Manager, we will be able to connect families to school and community services that support basic needs students, staff, and families will benefit	\$24,983	California Community Schools Partnership Program	2405	Clerical Salaries	New Position 01	Case Manager	0.2			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.	125-10
will purchase supplies for student and family incentives by using incentives to promote positive student attendance and maintaining a student store where students can redeem school currency, we will create a positive and joyful school culture students will benefit	\$16,561	California Community Schools Partnership Program	4310	School Office Supplies	n/a	n/a	n/a			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.	125-11
contract with a community organization that provides organized recess support (ie. Ball For Life Oakland, Playworks, etc.) by providing support during recess and throughout the day, this contract will support social emotional learning and belonging through relationships, sport and play during morning and afternoon recesses 5 days a week students, staff, and families will benefit	\$20,000	California Community Schools Partnership Program	5825	Consultants	n/a	n/a	n/a			Use daily Caring School Community lessons and weekly Sown to Grow data to develop meaningful relationships by following up with students needing support.	125-12
contract with a community organization that provides organized recess support (ie. Ball For Life Oakland, Playworks, etc.) by providing support during recess and throughout the day, this contract will support social emotional learning and belonging through relationships, sport and play during morning and afternoon recesses 5 days a week students, staff, and families will benefit	\$60,000	California Community Schools Partnership Program Carryover	5825	Consultants	n/a	n/a	n/a			Use daily Caring School Community lessons and weekly Sown to Grow data to develop meaningful relationships by following up with students needing support.	125-13

PROPOSED 2025-26 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 SPSA ACTIVITY	BUDGET ACTION NUMBER
contract with a lead agency (EBAC) that provides after school care by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours students and families will benefit	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a			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.	125-14
contract with a lead agency (EBAC) that provides after school care by providing after school care, this contract will support students who need support or enrichment after school, as well as families who need childcare after regular school hours students and families will benefit	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			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.	125-15
will provide extended contracts for teachers providing extended contracts will allow teachers to be compensated for work outside of contract hours students and teachers will benefit	\$35,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Backwards planning, student data analysis, lesson planning for academic instruction	125-16
will secure transportation for field trips field trips enhance classroom learning as well as the quality of student work produced students, staff, and families will benefit	\$5,000	LCFF Supplemental	5826	External Work Order Services	n/a	n/a	n/a			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning.	125-17
will secure admission fees for field trips field trips enhance classroom learning as well as the quality of student work produced students, staff, and families will benefit	\$7,700	LCFF Supplemental	5829	Admission Fees	n/a	n/a	n/a			Create a culture of student ownership and celebration of learning by calendaring and planning at least two school wide exhibitions of learning.	125-18

PROPOSED 2025-26 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
funding .3 FTE TSA to increase total FTE to 1.0 by funding a full-time TSA, we will be able to provide students with reading intervention and acceleration, and new teachers with onsite coaching students, staff, and families will benefit	\$49,021	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	10182	10-Month Teacher on Special Assignment (TSA)	0.3			Implement differentiated small group instruction via ALL Block (3-5) and SIPPS.	125-19
funding .5 FTE TSA a .5 FTE TSA will be able to provide students with reading intervention and acceleration, and new teachers with onsite coaching students, staff, and families will benefit	\$51,611	Literacy Coaches & Reading Specialists Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 05	11-Month Teacher on Special Assignment (TSA)	0.5			For students multiple years below, provide tiered supports (e.g. Early literacy tutoring, 1:1 tutoring) and set and monitor progress towards accelerated goals.	125-20
will purchase required or recommended texts to support adopted literacy curriculum adequate texts are necessary to provide literacy instruction to students students and teachers will benefit	\$8,105	Literacy Coaches & Reading Specialists Grant	4200	Books other than Textbooks	n/a	n/a	n/a			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.	125-21
this expenditure will pay for the interprogram supports and costs	\$3,762	Literacy Coaches & Reading Specialists Grant	7310	Interprogram Support/costs	n/a	n/a	n/a			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.	125-22
will provide extended contracts for certificated and classified staff to translate during parent engagement activities/meetings by providing translation services during parent activities and meetings, all families will be able to engage in school activities families, staff, and students will benefit	\$2,000	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a		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.	125-23

PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
will provide supplies for family engagement having adequate supplies will ensure meetings and activities are well-prepared and planned for families will benefit	\$540	Title I, Part A Parent & Family Engagement	4310	School Office Supplies	n/a	n/a	n/a		SBAC ELA Distance from Standard Met	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.	125-24
will provide meeting refreshments for parent meetings providing meeting refreshments will encourage parent participation or attendance at parent meetings or activities families will benefit	\$2,000	Title I, Part A Parent & Family Engagement	4311	Meeting Refreshments	n/a	n/a	n/a		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.	125-25
funding .7 FTE TSA to increase total FTE to 1.0 by funding a full-time TSA, we will be able to provide students with reading intervention and acceleration, and new teachers with onsite coaching students, staff, and families will benefit	\$114,383	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	10182	10-Month Teacher on Special Assignment (TSA)	0.7		i-Ready Reading at or above Mid-Grade	Implement differentiated small group instruction via ALL Block (3-5) and SIPPS.	125-26
funding .4 bilingual attendance specialist to increase total FTE to 1.0 by funding a full-time bilingual attendance specialist, we will continue to improve daily attendance and reduce chronic absenteeism students will benefit	\$39,441	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	9661	Attendance Specialist, Bilingual	0.4		Chronic Absenteeism	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.	125-27

PROPOSED 2025-26 SCHOOL SITE BUDGET

Site Number: 125

School: Highland Community School

[illegible]



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 Counselor," 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 13, 2024 and will be in effect for the period August 12, 2024 through May 29, 2025

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 13, 2024
Date

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



School-Parent Compact

Highland Community School

2024-2025

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 2024-2025 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 13, 2024, and will be in effect for the period of August 12, 2024 to May 29, 2025.

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, 2024.

Samantha Keller
Name of Principal


Signature of Principal

September 13, 2024
Date

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

Strategic Resource Planning (SRP)



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

Highland Community School

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Maria Carnock
Vice Chairperson:	Joanna Davis
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"/>	
Danielle Valenzuela*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Joanna Davis*	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
Talib Zaboar-Coffield	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Maria Carnock	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
DeShawna Wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
Wendy Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Maria Pineda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Mayra Avalos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
Juana Carrillo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule:
(Day/Month/Time)

4th Thursdays @ 3:15pm

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.

