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Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Oakland High School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Oakland High 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)

- 2022-2023 School Plan for Student Achievement (SPSA) for Oakland High School



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

Legislative File Id. No. 22-1742
Introduction Date: 8/24/2022
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By: er

2022-2023 School Plan for Student Achievement (SPSA)

School: Oakland High School
CDS Code: 1612590135905
Principal: Pamela Moy
Date of this revision: 4/21/20

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: Pamela Moy

Position: Principal

Address: 1023 MacArthur Blvd.
Oakland, CA 94610

Telephone: 510-874-3676

Email: pamela.moy@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/21/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Oakland High School

Site Number: 304

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

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:



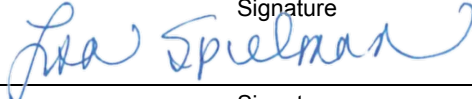
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: 4/21/2022

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:

Pamela Moy <hr/> <i>Principal</i>	 <hr/> Signature	<hr/> 4/21/2022 <hr/> Date
Lamont Snaer <hr/> <i>SSC Chairperson</i>	 <hr/> Signature	<hr/> 4-21-22 <hr/> Date
Matin Abdel-Qawi <hr/> <i>Network Superintendent</i>	 <hr/> Signature	<hr/> 5/16/2022 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	 <hr/> Signature	<hr/> 5/17/22 <hr/> Date

2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Oakland High School

Site Number: 304

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/6/2022	SSC	Budget review of priorities for Titles. Planned strategies and resources for 2022-2023.
2/17/2022	SSC	Shared rationale and overview of site plan; reviewed school data that informed SPSA analysis.
2/15/2022	Enrollment Committee	Reviewed Enrollment Plan and reflected on changes and trends.
2/16/2022	Admin Meeting	Reviewed and edited Needs Assessment and Strategies & Actions
2/17/2022	SSC	Shared rationale and overview of site plan; reviewed school data that informed SPSA analysis.
2/28/2022	Faculty and Staff	Shared rationale and overview of site plan.
4/21/2022	SSC	Reviewed the entire SPSA document for approval.

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$537,100.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,194,825.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$491,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$158,500.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$13,100.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$1,102,925.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$32,750.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$72,000.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$1,324,300.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$537,100.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$2,657,725.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$3,194,825.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Oakland High School

School ID: 304

School Description

Oakland High School, the oldest and most diverse comprehensive high school in the city, is a rigorous, full service community school with a proud tradition of academic achievement, student leadership and alumni support. We routinely send graduates to notable public and private universities. Our mission is to provide an excellent education to all of our students in a safe environment where they are encouraged to pursue personal and social growth and achieve academically. Students are expected to be self-directed, responsible, respectful individuals who make positive contributions to the greater community.

Incoming freshman are welcomed into our “9th grade families” structure, where groups of students share the same core academic teachers and benefit from that supportive teacher team working closely with an assistant principal, counselor and case manager. In 10th grade, students join one of six career-themed pathways where that same supportive team structure continues and they have opportunities for work-based learning, internships and integrated curriculum. All students also have access to various AP, Honors and Community College Dual Enrollment courses offered on campus. Additionally, we have a unique Newcomer Program to support the needs of newly arrived students.

Beginning in the 2016-17 school year, we will have an 8-period block schedule. Students will take a total of 8 classes but will only have four 90-minute classes each day. As a result, class sizes will be smaller, students will have the opportunity to take more courses and earn more credits and the longer periods will increase quality instructional time. At Oakland High, students can express their school spirit through participation in student government and leadership classes, 50 active clubs and service organizations, and 20+ interscholastic sports teams.

School Mission and Vision

The vision for each Oakland HS graduate is to be successful in college, career, and community. Our graduates are academic achievers, effective communicators, self directed citizens who make positive contributions to their community.

1B: STUDENT GOALS & TARGETS

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

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-54.5	n/a	<i>not available until Fall 2022</i>	-52
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	14%	<i>not available until Fall 2022</i>	17%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-145.8	n/a	<i>not available until Fall 2022</i>	140
CAST (Science) at or above Standard	All Students	15%	n/a	<i>not available until Fall 2022</i>	17%
Graduation Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	85%	83%	<i>not available until Fall 2022</i>	85%
On Track to Graduate: 9th Grade	All Students	64%	53%	<i>not available until Fall 2022</i>	60%
On Track to Graduate: 11th Grade	All Students	58%	52%	<i>not available until Fall 2022</i>	55%
A-G Completion	All Students	58%	62%	<i>not available until Fall 2022</i>	65%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	52%	n/a	<i>not available until Fall 2022</i>	53%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-129.5	n/a	<i>not available until Fall 2022</i>	-129.5
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-86.5	n/a	<i>not available until Fall 2022</i>	-85.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	28.6%	<i>not available until Fall 2022</i>	27.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-245.1	n/a	<i>not available until Fall 2022</i>	-245.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-197.2	n/a	<i>not available until Fall 2022</i>	-196.0

Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	3%	1%	<i>not available until Fall 2022</i>	3%
LTEL Reclassification	Long-Term English Learners	7%	3%	<i>not available until Fall 2022</i>	5%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	57%	66%	<i>not available until Fall 2022</i>	70%
Out-of-School Suspensions	All Students	3%	n/a	<i>not available until Fall 2022</i>	3%
Out-of-School Suspensions	African American Students	7%	n/a	<i>not available until Fall 2022</i>	7%
Out-of-School Suspensions	Special Education Students	7%	n/a	<i>not available until Fall 2022</i>	6%
Chronic Absenteeism	All Students	15%	23%	<i>not available until Fall 2022</i>	18%
Chronic Absenteeism	African American Students	20%	30%	<i>not available until Fall 2022</i>	25%

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

Measure	Target Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	65%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	65%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
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<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>Our A-G completion rate rose from 57.6% in 19-20 to 61.9% in 20-21. The A-G completion rate among African American students rose from 44.6% to 47.1% We had an increase in enrollment in dual enrollment courses to 124 students in the fall semester and 102 in the spring semester which is a slight increase from the previous year despite the challenges of distance learning. Dual enrollment has become a part of our institution and student look forward to taking a college course.</p>	<p>Having the Future center and the College Career person to set up visits, seminars, and provide support is a support. Pathway model with the counselor, case manager, administrator supports college career readiness Providing the algebra support class has helped students improve their pass rate in Algebra. The Literacy course helps increase student SRI scores. Having the 8 period day helped us increase our A-G completion rate by offering more classes.</p>
<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>Percentage of African American students enrolled in dual enrollment increased from 14.2% in 19-20 to 21.2% in 20-21. The A-G completion rate among AA students rose from 44.6% to 47.1%. In 19-20 6.9% of sped students met A-G requirements, while in 20-21 30% met A-G requirements.</p>	<p>Pilot program to support our 9th grade African American students in keeping them on track for graduation and to connect to an adult on campus. Possible increase for A-G meeting for SPED is the distance learning supports supported our students to better pass rates.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>Parent and Student survey data showed increases in parent and student engagement and positive sentiment towards school culture. (E.G. Percentage of parents who reported that they felt welcome at Oakland High and that school staff is helpful increased by over 3% on the California School Parent Survey. Percentage of students who reported that adults at school encouraged them to work hard increased by over 15% according to CHKs data.)</p>	<p>The pathway and 9th grade family model supports connectedness between students and enables more meaningful culture and community building events. It also allows for a more coordinated and consistent mechanism through which to communicate with parents.</p>

<i>LCAP Goal 4: Staff Supports</i>	Teachers are supported in their pathway and family groups by collaborating teachers, administrators, case managers and counselors. Pathways meet as teams weekly to collaborate on curriculum and pathway-wide projects. Teachers also have supports in department teams and grade level or subject specific teams within their departments. New teachers also have the support of a new teacher group that meets monthly. Additionally, teachers are provided a teacher 'buddy' who is quick access for simpler questions. At the beginning of the year and at the beginning of the smaller group meetings we open with SEL strategies for people to get to know each other and build community.	The pathway family structure is key to the supports. Naming an assistant principal in charge of the new teacher group, assigning teacher buddies for the new teachers is key. Having strong department leadership is important. Being a restorative school that values SEL and beginning the year with SEL strategies to model.
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Our Graduation rate decreased from 86.1% in 19-20 to 83% in 20-21	COVID related disengagement and inability to connect students with teachers for support.
<i>LCAP Goal 2: Focal Student Supports</i>	Our African American students continue to be low performing in SBAC ELA and Math. In 17-18 our SBAC ELA percentage of AA students not meeting standards was 41.4% while in 18-19 that percentage increased to 50.7% not meeting. The percentage of AA students not meeting standards in Math SBAC in 17-18 was 78.4% while in 18-19 that number increased to 85.3%.	Unfortunately our scholars are not accustomed to taking such a long, energy draining test and one reason may be the stamina for test taking for all of our scholars. Another root cause may be our students coming in already behind and our inability to catch students up to be on level. Additionally our teachers do not focus heavily on the test and that is a challenge for our school and our scholars.
<i>LCAP Goal 3: Student/Family Supports</i>	Family engagement in PTA, SSC, SELs is low.	Many families have financial obligations which impact their ability to attend events.
<i>LCAP Goal 4: Staff Supports</i>	Providing intensive supports for teachers that have intensive needs.	Lack of coaching support / time to support teachers who have intensive needs. Teachers coming in not certified in the area they are teaching.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

In terms of equitable distribution of financial resources, all students at Oakland High benefit from the same level of funding across all grades and all programs. In terms of access to effective and experienced teachers our math department tends to have the highest level of turnover. Over the last three years we've had an average return rate of 61.8% as compare to the district rate of 47.7%. Only one other comprehensive high school has an average next year return rate higher than Oakland High.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Oakland High School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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.

Current implementaion of the SPSA includes a literacy class - which was an adjustment from the creative writing class from the 2020-2021 school year. Teachers worked collectively to revamp that curriculum to address literacy needs. Additionally we continued the Algebra success course to support our struggling math 9th graders. Lastly we funded an English Language Learner Instructional support person, however we struggled to fill that position. The pathway and family groupings have supported our students in A-G completion and in supporting scholars who are receiving Ds or Fs. Counselors go into grade level classes to review college readiness standards, do transcript evaluations, and develope 4 year plans. We had some staffing changes and were unable to fill the Newcomer Instructional Assistant position.

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

12th grade A-G completion rate went up 4.3% in 20-21 from the 19-20 school year. African American 12th grade student A-G completion went up from 37.5% to 40.9% in 20-21.

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.

Our Pathways and families are workign on a no D policy and learning about mastery based grading. Additionally we want to continue 1 on 1 conversations between students and counselors about A-G readiness. We also need to edcuate our community with A-G requirements and the necessity to meet them.

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?
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	SBAC ELA Distance from Standard Met	Berkins - Teaches a literacy class that supports our scholars in inproving their literacy skills. All freshmen students are offered this course.	Working: we are seeing improvements in SRI. Not working: More training on a variety of literacy strategies are needed.	Wouldl ike to continue and identify literacy training provided by district or outside courses to increase opportunities and options for increasing literacy.

<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Bias- Teaches a literacy class that supports our scholars in improving their literacy skills. All freshmen students are offered this course.</p>	<p>Working: we are seeing improvements in SRI. Not working: More training on a variety of literacy strategies are needed.</p>	<p>Would like to continue and identify literacy training provided by district or outside courses to increase opportunities and options for increasing literacy.</p>
<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Blumenthal - Teaches an algebra support class for our scholars who need extra support in their freshman year math course. Students in this course are identified by their incoming math grades and SBAC scores.</p>	<p>Working: The collaboration between this teacher and the algebra teacher really supports our scholars. Algebra pass rates for these students are increasing in some families. Not working: algebra pass rates for these students is not increasing for All of the students in this course.</p>	<p>Would like to continue and identify what is working to increase the gains for those students in families that are not increasing pass rates like in other families.</p>
<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Clark - Teaches a literacy class that supports our scholars in improving their literacy skills. All freshmen students are offered this course.</p>	<p>Working: we are seeing improvements in SRI. Not working: More training on a variety of literacy strategies are needed.</p>	<p>Would like to continue and identify literacy training provided by district or outside courses to increase opportunities and options for increasing literacy.</p>
<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Corbins - Teaches an algebra support class for our scholars who need extra support in their freshman year math course. Students in this course are identified by their incoming math grades and SBAC scores.</p>	<p>Working: The collaboration between this teacher and the algebra teacher really supports our scholars. Algebra pass rates for these students are increasing in some families. Not working: algebra pass rates for these students is not increasing for All of the students in this course.</p>	<p>Would like to continue and identify what is working to increase the gains for those students in families that are not increasing pass rates like in other families.</p>
<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Close - Teaches an algebra support class for our scholars who need extra support in their freshman year math course. Students in this course are identified by their incoming math grades and SBAC scores.</p>	<p>Working: The collaboration between this teacher and the algebra teacher really supports our scholars. Algebra pass rates for these students are increasing in some families. Not working: algebra pass rates for these students is not increasing for All of the students in this course.</p>	<p>Would like to continue and identify what is working to increase the gains for those students in families that are not increasing pass rates like in other families.</p>

<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Murray - Teaches a literacy class that supports our scholars in improving their literacy skills. All freshmen students are offered this course.</p>	<p>Working: we are seeing improvements in SRI. Not working: More training on a variety of literacy strategies are needed.</p>	<p>Would like to continue and identify literacy training provided by district or outside courses to increase opportunities and options for increasing literacy.</p>
<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Puopolo - Teaches a literacy class that supports our scholars in improving their literacy skills. All freshmen students are offered this course.</p>	<p>Working: we are seeing improvements in SRI. Not working: More training on a variety of literacy strategies are needed.</p>	<p>Would like to continue and identify literacy training provided by district or outside courses to increase opportunities and options for increasing literacy.</p>
<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Sochynsky - Teaches an algebra support class for our scholars who need extra support in their freshman year math course. Students in this course are identified by their incoming math grades and SBAC scores.</p>	<p>Working: The collaboration between this teacher and the algebra teacher really supports our scholars. Algebra pass rates for these students are increasing in some families. Not working: algebra pass rates for these students is not increasing for All of the students in this course.</p>	<p>Would like to continue and identify what is working to increase the gains for those students in families that are not increasing pass rates like in other families.</p>
<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Tommasini - Teaches an algebra support class for our scholars who need extra support in their freshman year math course. Students in this course are identified by their incoming math grades and SBAC scores.</p>	<p>Working: The collaboration between this teacher and the algebra teacher really supports our scholars. Algebra pass rates for these students are increasing in some families. Not working: algebra pass rates for these students is not increasing for All of the students in this course.</p>	<p>Would like to continue and identify what is working to increase the gains for those students in families that are not increasing pass rates like in other families.</p>
<p>The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Zanipatin - Teaches an algebra support class for our scholars who need extra support in their freshman year math course. Students in this course are identified by their incoming math grades and SBAC scores.</p>	<p>Working: The collaboration between this teacher and the algebra teacher really supports our scholars. Algebra pass rates for these students are increasing in some families. Not working: algebra pass rates for these students is not increasing for All of the students in this course.</p>	<p>Would like to continue and identify what is working to increase the gains for those students in families that are not increasing pass rates like in other families.</p>

<p>The purpose of this expenditure is to pay the salary for our new comer instructional assistant. She will provide supports to our new comer students and our students with severly interrupted formal education.</p>	<p>ELL Reclassification</p>	<p>Newcomer assistant works with our newcomer population that had interrupted education or are very new to our country in order to support the language aquisition and learning for these students.</p>	<p>Working: Increases students access to the English language and intensive supports. Not working: Currently this is a vacancy. We woud like to rehire for this, however there were no qualified candidates</p>	<p>Would like to continue this position.</p>
<p>The purpose of this expenditure is to purchase books that will assist students accessing the core curriculum</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>The purchase of high interest reading materials at different reading levels for studdents to read during silent sustained reading or at home.</p>	<p>Working: students are provided with a variety of genres and reading levels for entry into reading and to encourage them to continue to read on their own. Not working / working: students enjoy the book so much some students keep their books.</p>	<p>This works well and needs to be sustained, depending on book loss, we may keep the level of funding or decrease the level of funding. As always, continue to look for high interst books with a variety of main characters and include more diverse authors.</p>
<p>The purpose of this expenditure is to update some of the computers in our computer labs.</p>	<p>College/Career Readiness</p>	<p>Purchase computers to upgrade one of our school's computer labs.</p>	<p>Working: New computers allows our students to access the content and other resources more readily without having the technical difficulties with older outdated computers.</p>	<p>Would like to continue untl our other 2 computer labs are upgraded even if partially upgraded.</p>
<p>The purpose of this expenditure is to support checking for understanding and vocabulary instruction for all students. The vocabulary poprtion primarily is used by special education teachers and English Language Learner teachers and thier students.</p>	<p>On Track to Graduate: 9th Grade</p>	<p>Nearpod subscription to support teachers in checking for understanding with student instruction and engagement. Additional lessons / videos to gamify learning.</p>	<p>Working: Teachers are using Nearpod to check for understanding and to enhance learning. Supports students who need to be at home for isolation or quarantine. Not working: may need triaing for more staff to take advantage of this online resource.</p>	<p>Would like to continue if the interest is there for teachers to use this.</p>
<p>The purpose of this expenditure is to pay for Professional Contracts to OUSD staff to translate during meetings hosted by the school for families.</p>	<p>ELL Reclassification</p>	<p>Translation services for parents in the SSC / SELLS meetings and any school functions that require translation services for our school including our newcomer population</p>	<p>Working: Having the serivices. Not working: remembering to schedule or having to reschedule events due to exterior influences.</p>	<p>Will continue this for next year.</p>

<p>The purpose of this expenditure is to pay for Professional Contracts to hire persons to provide financial literacy programming for families in our school.</p>	<p>College/Career Readiness</p>	<p>A series of 3 workshops for families to support them in understanding how to plan for college, and other life events like saving for a home.</p>	<p>This is our first time offering this event so what has worked is providing programming for our families to educate them on options and financial literacy. These services were offered only once for each session, so that may be a drawback. Additionally these sessions were offered via zoom, which may both be a pro and a con - pro for those who cannot make it in person, con because it requires access to internet and technology.</p>	<p>Will evaluate after the events happen.</p>
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2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Oakland High School

School ID: 304

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:

Oakland High will increase the numbers and percentage of students graduating college and career ready as measured by A-G completion.

School Theory of Change:

If we provide opportunities for credit recovery by having an 8-period schedule;
 if we provide additional counseling and support services in the form of administrative support teams (counselor, case manager, Asst. Principal);
 If we provide smaller, theme-based learning communities (pathways) to provide more connected, meaningful and personalized learning opportunities;
 If we provide a coordinated system of academic and college counseling, leveraging our school counselors and college access partners;
 then we will be able to increase the percentage of our students who graduate with A-G completion.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	Administrators will work with pathway directors, slc leads, academic counselors, and case managers to set up and implement intervention protocols. Administrators will pull data from the Aeries and the district dashboard to inform the intervention work. Adminstrators will will work Case Managers to set up Student Success Team meetings and other intervention mechanisms as needed.	Intervention tracker data, decreases in absenteesim over the course of the year, increase in students earning 2.0s or higher over the course of the year.		Tier 1

1-2	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	Counselors and admin work with teaching and Future center staff to strategically plan for multiple opportunities where students will learn about college readiness as described in teacher actions.	Calendar of schedule presentation. Google slides and presentation outlines. Planning meeting agenda/notes. Student feedback in the form of a survey.		Tier 1
1-3	Pathways and 9th grade Small Learning Communities will increase the number of cross-curricular PBL units to increase student engagement across various disciplines through more relevant and community connected content.	Administrators support teacher collaborations by ensuring adequate meeting and planning time and supporting the pathway director in the creation of agendas and the organizing of planning retreats	Student Work, Unit Plans, Less D's and F's in pathway and slc classes, student survey responses		Tier 1
1-4	We offer a section of AVID for 10th, 11th, and 12th graders.	Admin. team and counselors help with identifying and placing students as well as identifying and allotting funding for appropriate AVID PD opportunities.	Class rosters, student work, GPA of students enrolled in AVID		Tier 2

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

School Priority:	Individualize student learning and have high expectations for all students.				
School Theory of Change:	If we have students set academic SMART goals; If we use data to inform our instruction; If we have high expectations for all students; If we focus on individual students; then our focal student groups will demonstrate growth.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

2-1	Academic ELD course offered for ELL students who have been in school in the US between 5 and 12 years. This course will support these students in the acquisition of academic language and literacy	Administrators will support teachers in developing the curriculum for the course, as well as track student progress toward English fluency.	SRI scores, ELPAC scores, reclassification data		Tier 2
2-2	Teachers will participate in data dives in department and department groups to inform instruction.	Administrators will provide data and protocols for teachers to engage in data dives and cycles of inquiry to inform instruction.	minutes from pathway, family and department meetings		Tier 1
2-3	Teachers hold office hours to help students who need additional support.	Walkthroughs	teacher office hours schedules, sign in sheets, and student grades		Tier 2
2-4	Teachers will continue to explore and begin implementation of Mastery Based Grading, which will allow students multiple opportunities to demonstrate mastery of curriculum.	Administrators and TILT will plan on-going PD around mastery-based grading and monitor implementation.	PD agendas, department agendas and minutes, student work		Tier 1
2-5	Teachers will explore and pilot a No-D policy grading practice.	Administrators and TILT will plan on-going PD around the No "D" policy.	Marking period grades.		Tier 1
2-6	Teachers discuss in pathways and families how to best support struggling students	Administrators and counselors provide data for pathway discussions about struggling students	pathway/family meeting minutes, trackers		Tier 2
2-7	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	Admin and counselors work to identify those students who meet the criteria for being enrolled in Algebra support	Student schedules and grades		Tier 2

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

School Priority:	To reestablish a positive culture and climate that is informed by needs of our school community.
School Theory of Change:	<p>If we build positive and supportive relationships; If we provide a safe environment; If we have a common vision for all students; If we have a school structure and staff that supports the school's vision; If we have supports and interventions accessible to the diverse needs of our students; If we provide rigorous academics; If we provide opportunities to strengthen literacy skills;</p> <p>Then students will graduate and be ready for college and life endeavors.</p>

Students to be served by these actions:	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Conduct student needs assessment to get an understanding of how they are experiencing school, and identify the academic, social, and emotional needs that Oakland High can provide.	Develop needs assessment & support administration of needs assessment prior to school starting. Summarize learnings and develop action plan to address needs.	Needs assessment questionnaire, summary of findings, and an action plan.		Tier 1
3-2	Refer students to COST team that may need small group or individualized supports.	Partner with Providers, students, and families to develop a holistic support plan for students in COST.	# of COST referrals, # of referrals connected to service		Tier 2
3-3	Facilitate on-going community building with students	Provide and model community building amongst staff during family/ Pathway meetings, faculty meetings, and professional development days.	Meeting agendas		Tier 1

3-4	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	Strengthen multi-tiered system and supports for Chronic Absence. Include role of administrators, case managers, and academic counselor.	Meeting agendas; updated MTSS for chronic absence		Tier 1
3-5	Create a re-entry plan for students who have been suspended	Develop a holistic re-entry support plan for students who have been suspended in collaboration with teachers, support teams, and partners on campus.	Re-entry support plans		Tier 3
3-6	While communicating with families, help identify parents who want to be more involved in school wide planning or supports.	Invite families to participate in leadership bodies on campus.	# of parents who is involved in school site council meetings, culture & climate teams, and parent teacher organization		Tier 1
3-7	Engage students in School-wide expectation (PROPS)	Redefine School-wide expectations and practices to align what staff and students needs (PROPS)	Updated PROPS matrix		Tier 1
3-8	Engage students, families, and staff in identifying actionable steps to confront and remove racist or oppressive systems and practices that prevent students from developing their full academic, social, and emotional potential	Engagement plan for students, families, and staff.	A strategic plan to get closer to achieving our equity statement.		Tier 1

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

School Priority:	High Quality Teacher Retention
School Theory of Change:	<p>If we retain high quality teachers:</p> <p>Then the the students and the community benefit from the consistency of an adult who cares for the work, the community, and the students.</p> <p>Then we support long term relationship building that builds trust and increases student connection to school.</p> <p>Then we increase graduation rates.</p>

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Participate in PD for ELs and SPED	Partner with SPED and EL group to bring in OUSD PD	PD provided. Agendas	Providing intensive supports for teachers that have intensive needs.	Tier 3
4-2	Teachers will participate in pathway, department and grade level common planning.	Admin will provide common planning time.	Common planning time on master schedule and minutes from meeting.		Tier 1
4-3	Teachers participate in the hiring process.	Admin invites teachers to the hiring panel.	Have at least one teacher on the hiring committee.		Tier 1
	Teachers teaching at high quality as rated on the OETF rubric.	Observe, coach, and evaluate teachers using the OETF rubric.	Teachboost heat map summary will average of 2.5 or higher / the performance summary average will be proficient to developing.		Tier 1
4-4	Teachers who need credentials will enroll in a credentialing program	Refer teacher to district programs for support.	Then number of noncredentialed teachers will decrease from previous years.		Tier 2

CONDITIONS FOR BLACK STUDENTS (instructions & resources)					
School Priority:		Black students will decrease chronic student absenteeism			
School Theory of Change:		If chronic absenteeism decreases in African American Students, then we will see increases in student grades, graduation rates, and A-G completion.			
Related Goals:		Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>Black students and families</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	Culturally relevant Curriculum	Pathway/ family structure is set up to develop culturally relevant curriculum. PD time set aside for teachers to incorporate culturally relevant curriculum.	Observations, lesson plans, school libraries have culturally relevant books.		Tier 1
5-2	Student / family / teacher / admin meeting	SST / SART / SARB meetings	Meetings held	Our African American students continue to be low performing in SBAC ELA and Math. In 17-18 our SBAC ELA percentage of AA students not meeting standards was 41.4% while in 18-19 that percentage increased to 50.7% not meeting. The percentage of AA students not meeting standards in Math SBAC in 17-18 was 78.4% while in 18-19 that number increased to 85.3%.	Tier 1
5-3	Classroom culture and relationship building	Time set aside to collaborate and develop culture building and relationship building activities.	Welcome circles at the beginning of the year Teachers greet students warmly as they enter the classroom CHKS survey		Tier 1
5-4	Specific outreach to AA families	Design an event to engage our AA families.	Event hosted	Family engagement in PTA, SSC, SELLS is low.	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))

School Priority: English Learner students continuously develop their language, reaching English fluency in six years or less.

School Theory of Change:		<p>If we continue to develop the RISE academy to build rigorous academics, CTE and comprehensive student support;</p> <p>If we develop protocols to support newcomer students transition into general education;</p> <p>If we develop ELD 5 curriculum with central purpose to support EL language development;</p> <p>If we increase the number of ELD 5 course offering for EL students;</p> <p>If we create teacher PD with focus on language acquisition to increase literacy skills for all EL students.</p> <p>Then EL graduation rates will increase.</p>			
Related Goals:		<p>Focal student groups demonstrate accelerated growth to close our equity gap.</p> <p>Students and families are welcomed, safe, healthy, and engaged.</p>			
Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	RISE teacher collaboration and cross curricular planning on PBL, integrate pathway theme into content areas.	Prioritize meeting times for RISE academy to collaborate, prioritize funding sources to support RISE as a developing academy	RISE agendas, PBL units and student work		Tier 1
6-2	Participate in PD - EL strategies, lesson planning for integrated ELD (developing language in all content areas)	Prioritize meeting times for PD at OHS, refer teachers to ELLMA office PD	PD Calander		Tier 1
6-3	Data dives including: ID ELL, understanding reclassification, ELPAC data	Work with family/academy leads to create agendas for ELL data dives	Family/Academy agendas		Tier 1
6-4	Continue teaching designated ELD 5 course and PLC collaboration among the ELD 5 teachers	Funding to support ELD 5, continue with the development of ELD 5 curriculum, funding for ELD 5 course offerings	ELD 5 Curriculum		Tier 1
6-5	Development of the Academic ELD course for EL students, not newcomer specific, to support English language development.	Funding to support Academic ELD course, development of curriculum, funding for Academic ELD course offerings	Academic ELD Curriculum		Tier 1

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Admission Fees (Music)	\$4,050	Title IV: Student Support & Academic Enrichment	5829	Admission Fees		Admission Fees		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Oakland High will increase the numbers and percentage of students graduating college and career ready as measured by A-G completion.	304-1
Assistant Principal, High School	\$143,581	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	7391	Assistant Principal, High School	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	If chronic absenteeism decreases in African American Students, then we will see increases in student grades, graduation rates, and A-G completion.	304-2
Bilingual Administrative Assistant I	\$90,235	Measure N	2405	Clerical Salaries	7252	Administrative Assistant I, Bilingual	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 9th Grade	To reestablish a positive culture and climate that is informed by needs of our school community.	304-3
Books other than textbooks	\$2,000	LCFF Supplemental	4200	Books other than Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.	304-4
Case Manager	\$98,721	One-Time COVID Funding	2405	Clerical Salaries	8795	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Satisfaction with Professional Development	Teachers will participate in pathway, department and grade level common planning.	304-5
Case Manager	\$98,721	One-Time COVID Funding	2405	Clerical Salaries	8796	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-6
Case Manager	\$104,536	Measure N	2405	Clerical Salaries	1762	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Oakland High will increase the numbers and percentage of students graduating college and career ready as measured by A-G completion.	304-7
Case Manager	\$107,215	Measure N	2405	Clerical Salaries	1897	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Facilitate on-going community building with students	304-8

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	\$111,490	Measure N	2405	Clerical Salaries	2555	Case Manager 20		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Create a re-entry plan for students who have been suspended	304-9
Case Manager	\$104,235	Measure N	2405	Clerical Salaries	7258	Case Manager 24	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers hold office hours to help students who need additional support.	304-10
Central consultants (graduation)?	\$30,000	General Purpose Discretionary	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-11
Certificated Pupil Support Salary	\$88,787	Measure N	1205	Certificated Pupil Support Salaries	6572	Counselor	0.80	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Conduct student needs assessment to get an understanding of how they are experiencing school, and identify the academic, social, and emotional needs that Oakland High can provide.	304-12
Certificated Pupil Support Salary	\$98,269	Measure N	1205	Certificated Pupil Support Salaries	7185	Counselor	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Engage students, families, and staff in identifying actionable steps to confront and remove racist or oppressive systems and practices that prevent students from developing their full academic, social, and emotional potential	304-13
Certificated Teacher's Salaries	\$105,944	Measure N	1105	Certificated Teachers' Salaries	4183	Site Liaison, Work-Based Learning	1.00	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Teachers discuss in pathways and families how to best support struggling students	304-14
Class Support OT	\$4,215	LCFF Supplemental	2225	Classified Support Salaries: Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers hold office hours to help students who need additional support.	304-15

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Classified Supervisor's and Administrator's Salaries	\$82,778	Measure N	2305	Classified Supervisors' and Administrators' Salaries	3513	Coach College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-16
Classified support salaries	\$47,568	LCFF Supplemental	2205	Classified Support Salaries	1522	PE Attendant	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Engage students in School-wide expectation (PROPS)	304-17
Classified support salaries	\$67,109	LCFF Supplemental	2205	Classified Support Salaries	4445	Lifeguard	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-18
Classroom supplies	\$18,523	LCFF Supplemental	4304	Classroom Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-19
classsupt salaries overtime	\$3,786	General Purpose Discretionary	2225	Classified Support Salaries: Overtime		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-20
clerical salaries overtime (non labor)	\$3,000	General Purpose Discretionary	2425	Clerical Salaries Overtime		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Teachers will participate in data dives in department and department groups to inform instruction.	304-21
Computer over 500 but less than 5K	\$16,384	Title I: Basic	4420	Computer < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-22

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Computer supplies	\$1,000	LCFF Supplemental	4315	Computer Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Academic ELD course offered for ELL students who have been in school in the US between 5 and 12 years. Ts course will support these students in the acquisition of academic language and literacy	304-23
Conference Expenses (WL)	\$1,625	Title IV: Student Support & Academic Enrichment	5220	Conference Expense		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC ELA Distance from Standard Met	Teachers will continue to explore and begin implementation of Mastery Based Grading, which will allow students multiple opportunities to demonstrate mastery of curriculum.	304-24
Department Head Teacher	\$27,606	Title I: Basic	1105	Certificated Teachers' Salaries	0599	Teacher Department Head	0.30	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Teachers will continue to explore and begin implementation of Mastery Based Grading, which will allow students multiple opportunities to demonstrate mastery of curriculum.	304-25
Direct cost IT computer tech	\$95,000	LCFF Supplemental	5737	IT Computer Tech		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers will explore and pilot a No-D policy grading practice.	304-26
Dues and Memberships	\$4,100	General Purpose Discretionary	5300	Dues & Memberships		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Teachers discuss in pathways and families how to best support struggling students	304-27
Duplicat Equipment >= \$5000	\$7,000	General Purpose Discretionary	6425	Duplicat Equipment >= \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	High Quality Teacher Retention	304-28
Equip < \$5000 (PE)	\$3,000	Title IV: Student Support & Academic Enrichment	4410	Equipment < \$5,000		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Culturally relevant Curriculum	304-29
External work order services (graduation)	\$25,000	LCFF Supplemental	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Culturally relevant Curriculum	304-30

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
External work order services (translation)	\$5,000	Title I: Parent Participation	5826	External Work Order Services		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	CAST (Science) at or above Standard	Teachers will participate in data dives in department and department groups to inform instruction.	304-31
External Work order services (Transporation - Music)	\$2,450	Title IV: Student Support & Academic Enrichment	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Facilitate on-going community building with students	304-32
Furniture < \$5000	\$2,000	General Purpose Discretionary	4432	Furniture < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Specific outreach to AA families	304-33
Inerpgm - maint work orders	\$5,000	General Purpose Discretionary	5720	Maintenance Work Orders		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Culturally relevant Curriculum	304-34
Interpgm - postage	\$5,000	General Purpose Discretionary	5724	Mail Services/Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Specific outreach to AA families	304-35
ISS	\$37,464	Title I: Basic	2105	Classified Instructional Aide Salaries	6350	Instructional Support Specialist	0.50	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Culturally relevant Curriculum	304-36
Meeting refreshments	\$2,500	General Purpose Discretionary	4311	Meeting Refreshments		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	We offer a section of AVID for 10th, 11th, and 12th graders.	304-37
Paper	\$9,000	General Purpose Discretionary	4350	Paper		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Teachers will explore and pilot a No-D policy grading practice.	304-38

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
School office supplies	\$26,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Specific outreach to AA families	304-39
School office supplies (art)	\$1,625	Title IV: Student Support & Academic Enrichment	4310	School Office Supplies		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Staff Participation in Foundational Professional Learning	If we continue to develop the RISE academy to build rigorous academics, CTE and comprehensive student support; If we develop protocols to support newcomer students transition into general education; If we develop ELD 5 curriculum with central purpose to support EL language development; If we increase the number of ELD 5 course offering for EL students; If we create teacher PD with focus on language acquisition to increase literacy skills for all EL students. Then EL graduation rates will increase.	304-40
Substitute Teacher Incentive Plan (STIP) Teacher	\$69,363	LCFF Supplemental	1105	Certificated Teachers' Salaries	0102	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	English Learner students continuously develop their language, reaching English fluency in six years or less.	304-41
Substitute Teacher Incentive Plan (STIP) Teacher	\$78,600	Measure N	1105	Certificated Teachers' Salaries	4754	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Conduct student needs assessment to get an understanding of how they are experiencing school, and identify the academic, social, and emotional needs that Oakland High can provide.	304-42
Teacher	\$84,670	LCFF Supplemental	1105	Certificated Teachers' Salaries	2210	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	Oakland High will increase the numbers and percentage of students graduating college and career ready as measured by A-G completion.	304-43

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher	\$40,115	LCFF Supplemental	1105	Certificated Teachers' Salaries	0392	Teacher, Structured English Immersion	0.60	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	If we have students set academic SMART goals; If we use data to inform our instruction; If we have high expectations for all students; If we focus on individual students; then our focal student groups will demonstrate growth.	304-44
Teacher	\$64,413	LCFF Supplemental	1105	Certificated Teachers' Salaries	0599	Teacher, Structured English Immersion	0.70	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers will participate in pathway, department and grade level common planning.	304-45
Teacher	\$68,495	LCFF Supplemental	1105	Certificated Teachers' Salaries	2443	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	If we build positive and supportive relationships; If we provide a safe environment; If we have a common vision for all students; If we have a school structure and staff that supports the school's vision; If we have supports and interventions accessible to the diverse needs of our students; If we provide rigorous academics; If we provide opportunities to strengthen literacy skills; Then students will graduate and be ready for college and life endeavors.	304-46
Teacher	\$49,198	LCFF Supplemental	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.	304-47
Teacher	\$30,769	LCFF Supplemental	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Engage students, families, and staff in identifying actionable steps to confront and remove racist or oppressive systems and practices that prevent students from developing their full academic, social, and emotional potential	304-48

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher	\$33,429	LCFF Supplemental	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Facilitate on-going community building with students	304-49
Teacher	\$53,867	LCFF Supplemental	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Teachers participate in the hiring process.	304-50
Teacher	\$25,745	LCFF Supplemental	1105	Certificated Teachers' Salaries	4756	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Participate in PD for ELs and SPED	304-51
Teacher	\$60,020	LCFF Supplemental	1105	Certificated Teachers' Salaries	4848	Teacher, Structured English Immersion	0.70	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Conduct student needs assessment to get an understanding of how they are experiencing school, and identify the academic, social, and emotional needs that Oakland High can provide.	304-52
Teacher	\$55,741	LCFF Supplemental	1105	Certificated Teachers' Salaries	6186	Teacher, Structured English Immersion	0.70	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	If we retain high quality teachers: Then the the students and the community benefit from the consistency of an adult who cares for the work, the community, and the students. Then we support long term relationship building that builds trust and increases student connection to school. Then we increase graduation rates.	304-53
Teacher	\$76,777	LCFF Supplemental	1105	Certificated Teachers' Salaries	2020	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-54

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher	\$70,477	LCFF Supplemental	1105	Certificated Teachers' Salaries	3043	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Create a re-entry plan for students who have been suspended	304-55
Teacher	\$49,198	Measure N	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	304-56
Teacher	\$60,071	Measure N	1105	Certificated Teachers' Salaries	4756	Teacher, Structured English Immersion	0.70	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Teachers teaching at high quality as rated on the OETF rubric.	304-57
Teacher	\$87,659	Measure N	1105	Certificated Teachers' Salaries	6187	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	High Quality Teacher Retention	304-58
Teacher	\$26,743	Title I: Basic	1105	Certificated Teachers' Salaries	0392	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	If we retain high quality teachers: Then the the students and the community benefit from the consistency of an adult who cares for the work, the community, and the students. Then we support long term relationship building that builds trust and increases student connection to school. Then we increase graduation rates.	304-59
Teacher	\$70,949	Title I: Basic	1105	Certificated Teachers' Salaries	1654	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	304-60

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher	\$68,495	Title I: Basic	1105	Certificated Teachers' Salaries	2443	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Pathways and 9th grade Small Learning Communities will increase the number of cross-curricular PBL units to increase student engagement across various disciplines through more relevant and community connected content.	304-61
Teacher	\$30,769	Title I: Basic	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Refer students to COST team that may need small group or individualized supports.	304-62
Teacher	\$54,766	Title I: Basic	1105	Certificated Teachers' Salaries	4138	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-63
Teacher	\$33,429	Title I: Basic	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-64
Teacher	\$53,867	Title I: Basic	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	If chronic absenteeism decreases in African American Students, then we will see increases in student grades, graduation rates, and A-G completion.	304-65
Teacher	\$25,723	Title I: Basic	1105	Certificated Teachers' Salaries	4848	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Individualize student learning and have high expectations for all students.	304-66
Teacher	\$23,889	Title I: Basic	1105	Certificated Teachers' Salaries	6186	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will explore and pilot a No-D policy grading practice.	304-67

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher	\$21,167	Title I: Basic	1105	Certificated Teachers' Salaries	2210	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-68
Teacher salaries stipends	\$23,433	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Teachers will participate in pathway, department and grade level common planning.	304-69
Teachers Salaries Stipends	\$36,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Refer students to COST team that may need small group or individualized supports.	304-70
Testing Materials (AP tests)	\$20,000	Title IV: Student Support & Academic Enrichment	4375	Testing Materials		n/a		Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-71
Textbook Clerk	\$61,114	General Purpose Discretionary	2405	Clerical Salaries	0233	Textbook Clerk	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-72
Unallocated	\$11,702	Measure N	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	English Learner students continuously develop their language, reaching English fluency in six years or less.	304-73
Unallocated	\$8,100	Title I: Parent Participation	4399	Unallocated		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	SBAC Math Distance from Standard Met	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-74



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Oakland High 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:

- Parents can access the following website <https://www.cde.ca.gov> for specific information on the state standards and assessments
- Parent can set up their students Aeries account to monitor their attendance and grades
- Counselors will assist parents in setting up an Aeries account and its usage
- Parents can schedule meetings with their student's teachers, counselor and case manager

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:

- Oakland High School staff will communicate with parents whenever we identify a student that isn't at least meeting classroom standards
- Oakland High School's Wellness Center is the primary resource on campus to connect our students with community based organizations positioned to support families with ensuring their student's academic success. Families and students may request services from wellness center, faculty and staff can refer students to the wellness center.
- Oakland High School's Future Center provides college and career access and support in applying for scholarship, financial aid and college applications along with hearing from colleges and universities from across the nation.

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.
- Oakland High will host an annual Title I meeting before back to school night.

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

- Annual Title 1 meeting

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:

- During Oakland High School's annual Back-to-School event teachers will distribute their course syllabus that includes the course curriculum, how the student will be assessed, and the grading policy
- Parents can schedule a meeting with their student's teachers to review the course syllabus via email and should reach out to the counselor or case manager if there is no response.

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:

- Using multiple forms of outreach such as Oakland High website, posts, texts, talking points, parent square, calls and email.

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:

- Contacting school administration and scheduling opportunities to volunteer at least 24 hours in advance
- Contact school personnel to go to the Oakland Ed Fund to get background clearance for volunteering. <https://www.oaklandedfund.org/programs/volunteer/>

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:

- Passing out the OUSD Student and Family Handbook during registration
- Directing parents/families to OUSD Family Central website.

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:

- Having this topic on the August professional development day agenda.

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:

- scheduling a meeting with their student's teachers and counselor upon request

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:

- Attending monthly SSC meetings and the annual Title I meeting.

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:

- Sending texts, emails and ParentSquare posts in our student languages through Talking Points or Parent Square.

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

- Scheduling meetings with the appropriate school staff

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:

- Hiring or stipend a parent liaison and case managers to support parents with their efforts to support their student's academic goals

Adoption

This policy was adopted by the **Oakland High School** School Site Council on November 18, 2021 and will be in effect for the period of August 9, 2021 through May 25, 2022.

The school will distribute this policy to all parents on or before November 25, 2021.

Name of Principal

Signature of Principal

Pamela Moy

Pamela Moy

Date: 11/18/2021



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Oakland High School

2021-2022

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 2021-22 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.**

At Oakland High School all students are provided with course schedules all four years that allows them to meet California's A-G requirements. All teachers at Oakland High School have full credentials or are in the process of obtaining one. In the 9th grade all students are in 9th grade families supported by a small group of teachers. All students in grades 10 - 12 are in one of 6 Linked Learning pathways supported by a small group of teachers. The families and pathways are supported by an admin team that consist of an assistant principal, academic counselor, and a case manager.

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

Parents have opportunities to meet with teachers during the school year. Parents can email teachers directly or they can get the assistance of the admin team to facilitate scheduling a meeting. Parents can also participate in the annual back to school event in the fall and the open house in the spring. Case managers also support coordination of SST meetings & IEP meetings to allow for greater participation and collaboration between families, teachers, and administration.

- 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.**

Progress report cards are mailed home and available in Aeries to parents every six weeks. When a student isn't at least meeting expectations teachers will notify parents on the report card with a notice that the student is in "danger of failing" and/or "contact teacher at once". Once the meeting is scheduled the teacher will explain what the student needs to do to be successful in the class. Teachers will both call home and email parents with updates regarding student progress and seek translation assistance when appropriate.

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

Parents of Oakland High students can meet with teachers, counselors, and administration when requested.

- 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 interested in volunteering, participating in their child's class, or observing classroom activities must get approval from the participating teacher and appropriate administrator at least 24 hours in advance. When applicable, parents have the opportunity to chaperone field trips off campus. If volunteering consistently, the parent must do the background check through the Oakland Ed Fund.

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

During registration and throughout the school year parents will be able to set up their student's Aeries account. The Aeries account can be used to monitor their student's attendance and grades. Parents wanting additional information and support can request a meeting with their student's teachers, counselor, and case manager.

- 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.**

Staff members are encouraged to and supported with engaging families as partners in supporting students with being successful in school. The five admin teams in collaboration with their team of teachers meet weekly to discuss students of concern and reach out to parents to develop a plan to make sure their student is achieving. Administration provides professional development to teachers around cultural humility when communicating with families.

- 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.

Oakland High School's teachers and admin team make themselves available to meet with parents whenever a request is made by a parent. Oakland High School will distribute brochures, fliers, and announcements in translated languages.

Teacher Responsibilities

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

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

Parent Responsibilities

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

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

Student Responsibilities

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

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

This Compact was adopted by the Oakland High School on Thursday January 6, 2022- and will be in effect for the period of August 9, 2021 to May 25, 2022.

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 Jan 10, 2022 .

Signature of Principal

Pamela Moy

Date: 1/6/2022



Strategic Resource Planning (SRP)

Oakland High School
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Lamont Snaer
Vice Chairperson:	Charlene Johnson
Secretary:	Makayla Hicks

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Pamela Moy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vu Nguyen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Thomas Wooding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Jennifer Howard	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Makayla [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Natalie [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Alternate - Anevey Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Lamont Snaer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Charlene Johnson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Valencia Finley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Alternate - Brooklyn Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Percy Foster	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Third Thursday every month beginning at 5:30 pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

