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Board Cover Memorandum

To Board of Education

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

Board Meeting Date October 13, 2021

Subject 2021-2022 School Plan for Student Achievement (SPSA) - Oakland High School

Ask of the Board Approval by the Board of Education of the 2021-2022 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Oakland High School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Oakland High School
CDS Code: 1612590135905
Principal: Pamela Moy
Date of this revision: 6/4/2021

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
Address: 1023 MacArthur Blvd.
Oakland, CA 94610

Position: Principal
Telephone: 510-874-3676
Email: pamela.moy@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 6/4/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 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 type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <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 (ELSBG) |
| <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 Education Code 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: May 20, 2021

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

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

Signatures:

<u>Pamla Moy</u> <i>Principal</i>	<u><i>Pamela S. Moy</i></u> Signature	<u>5/25/2021</u> Date
<u>Charlene Johnson</u> <i>SSC Chairperson</i>	<u><i>Charlene Johnson</i></u> Signature	<u>5/25/2021</u> Date
<u>Matin Abdel-Qawi</u> <i>Network Superintendent</i>	<u><i>Matin Abdel-Qawi</i></u> Signature	<u>5/25/21</u> Date
<u>Lisa Spielman</u> <i>Director, Strategic Resource Planning</i>	<u><i>Lisa Spielman</i></u> Signature	<u>7/1/21</u> Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
3/4/2021	SSC	Shared overview of site plan
3/18/2021	SSC	Continued work on reveiw of SPSA and alignment of budget to priorities for the school community.
3/23/2021	Admin team	Working session to review and revise the SPSA
4/12/2021	TILT	Shared overview of SPSA - working session on focus area strengths & challenges for the school.

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

In addition to the actions outlined in this plan, Oakland Unified School District 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 (McKinney Vento/Homeless). 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide 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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$543,660.00
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	\$3,311,760.00

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)	\$497,250.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$158,000.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$13,260.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$1,179,800.00	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)	\$33,150.00	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)	\$55,000.00	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)	\$1,375,300.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$543,660.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$2,768,100.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$3,311,760.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 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: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	In 2018-2019, 57.4% of our 12th graders met their A-G Requirements. This is a 2.7% increase from the 2017-2018 school year. The 2019-2020 data for A-G requirements. Our Graduation Rate went up from 82% in the 2018-2019 school year to 85% in 2019-2020. Since 2016/2017 there has been an increase of 11.9% of Latinos taking a dual enrollment course and an increase of 20.4% of Asian students taking a dual enrollment course. Female students taking a dual enrollment course has increased by 5.1% since 2016/2017. Dual enrollment passing grades of A-C went up 1.5% between 2016/2017 to fall 2019/2020. Dual Enrollment Eng 1A has been offered every semester since Spring 2017 with a successful passing rate of C - Fall 2018 and Fall 2019 97% passing rate with a "C" or better.	Having the funding to support an administrator, a case manager, and a counselor for every pathway. Dual Enrollment course offerings are standard since 2016. Having the funding to support teachers in teaching a second ELA course to our Freshman and funding for teachers to teach an Algebra Support class to students wh need that extra support increases our college and career readiness.
<i>Focal Student Supports</i>	Chronic absenteeism among AA students reduced from 31.6% in 2017-18 to 18.8% in 2019-20. AA Student cohort grad rate increased from 77.1% in 2017 to 90.3% in 2020. Special Ed students cohort grad rate increased from 56.8% in 2017 to 76.2% in 2020. Newcomer graduation rate rose from 40.6% in 2017 to 61.5% in 2020.	Support pods allow for more follow up with students and families, case management, and other supports. Strong pathway culture including high level of collaboration amongst teachers to support students. High level of collaboration between SPED teachers and mainstream teachers, including integration in pathways. Continuing development of RISE as pathway, including administrative support, and support from CTE coach, and RISE social worker.

<p><i>Student/Family Supports</i></p>	<p>In 2018-2019 CHKS survey: 74.8% of parents who filled out the survey felt welcomed to participate at the school, 77.7% responded that staff is supportive, 41.43% of parents who filled out the survey have met in person with teachers. In 2018/2019 66% of OHS students were served by the Wellness Center - 28% were AA, 37% Latino, 26% Asian/Pacific Islander, 52% were female and 48% were male. 96% of OHS students were satisfied with overall experience. Since 2017 there has been over 330+ cost referrals of which most are 9th grade referrals and the majority of referrals have been for African American and Latino students.</p>	<p>-Pods of support for each 9th grade family/Academy includes Academic Counselor, Case Manager, Administrator - Academic/Mentor Programs and resources to fund AAMA, Latino Leadership, newcomer IA, Mam class for SIFE students- Wellness Center including after school academic support, student clubs, student sports, health services, Cost referrals - Parent Groups including SSC, SELLS, PTA- Academy/family focus on case management on meeting agenda and data dives on grades and attendance</p>
<p><i>Staff Supports</i></p>	<p>Pathway / Family supports for teachers Pathway / Department led PD TILT - building leadership within the teacher group and addressing teacher needs / growth as a team New Teacher Group Admin, Case manager, counselor support for teachers and students Pathway coach CTE Coaches Work Based Learning Liason Wellness center - staff wellness and supports for students so staff can refer them. PAR assistance program On site coaching by master teacher and admin Strong staff culture 9th grade family & pathway PLC OUSD PD External conferences / PD</p>	<p>Being wall to wall pathway Having Pathway / Department leads Programing such that teachers are either all in one pathway/ family and to minimize sharing of teachers between pathways Visionary leadership and budgeting to support the admin, case manager, counselor triad Budget for both coaches Having a well run wellness center with a leader who has been at the helm for 8+ years District PAR coaches available for coaching and allowing teachers to be able to volunteer. Teacher had a free period to coach teachers in need, admin focus on evaluation and feedback Purposeful teambuilding and family/pathway structure</p>
<p>Focus Area:</p>	<p>Priority Challenges</p>	<p>Root Causes of Challenges</p>

<p><i>College/Career Readiness</i></p>	<p>Low number of 9th, 10th, and 11th grade classroom presentations by Future Center staff and counselors. The number of opportunities for underclassman to go on college tours. Currently 41.5% of our 9th graders are not on track to graduate on time. 63.2% of 10th, 61.7% of 11th, and 52% of 12th. Funding,aligning our college tours with pathways. Since 2016/2017 there has been a decrease of 29.6% of AA students taking a dual enrollment course and a 4% decrease of male students taking a dual enrollment course. Since 2016/2017 there has been a decrease number of student enrolled in a dual enrollment.</p>	<p>We don't do enough CCR in the lower grades due to insufficient staffing, competing priorities, and the level of support our seniors require. Counselors need to do better in target recruitment of AA students and male students for dual enrollment. Decrease of dual enrollment courses since 2016 in order to effectively fill classes with the minimum requirement of 25 students (count) for each DE course. Continue to survey OHS students on dual enrollment course offerings to increase participation rates amongst AA, males. Align OHS dual enrollment course offerings with Peralta degrees and certificate programs.</p>
<p><i>Focal Student Supports</i></p>	<p>There continues to be a significant achievement gap in which graduation rates (as well as A-G completion rates) of Latino, SPED, and Newcomer students is lower than other groups. The AA off track for graduation rate for 9th grade is 53%. AA off track in the 10th grade is 64.3%. AA off track in the 11th grade is 73.6%. AA off track for graduation is 61.7%. While the overall graduation rate was 85.1% in 2020, but for newcomers it was 61.5%.</p>	<p>Students with learning disabilities, as well as students entering high school several years or more below grade level require a level of support that we have not been able to effectively provide in many cases, despite significant effort.</p>
<p><i>Student/Family Supports</i></p>	<p>In the 2018/2019 Parent Chks Survey 52.1% of those who participated were unable to answer or that their student did not participated in after school programs. 46% of parents replied does not apply or my student does not attend after school programs to support in reinforcing the skills that helps with school work. 43.4% of parents that took the survey indicated that they almost have never met with teachers.</p>	<p>Not enough parent communication to showcase after school academic support services. Student and parent buy in to participate in after school tutorial sessions. We don't do enough outreach to parents to coordinate meetings with teachers. Families/Pathway teams need to increase parent communication.</p>

<i>Staff Supports</i>	Teachers that are shared between pathways - potentially conflicting PD / meeting times Availability and funding of trainings for teachers (RJ, PBL, SBG, Culturally Relevant Pedagogy, Anti-Racist Teaching) Consistency in response to interventions Lack of coaching for specific needs (new teachers with emergency credentials)	Scheduling conflicts between teaching and common preps. Budget constraints, cut in personnel Offerings of OUSD PD during times that may conflict with other PD's.
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1C: 20-21 STUDENT GOALS & TARGETS

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

School Goal for May 2024: By May 2024, 75% or our seniors will graduate meeting A-G requirements.

Instructional Focus Goal: All students graduate college-, career-, and community-ready.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	85.1%	n/a	85%
On Track to Graduate: 9th Grade	All Students	n/a	63.6%	n/a	75.0%
On Track to Graduate: 11th Grade	All Students	n/a	57.8%	75.0%	75.0%
A-G Completion	All Students	n/a	57.6%	65.0%	65.0%
College/Career Readiness	All Students	n/a	52% (Spring 2019)	55.0%	55.0%

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

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-54 (Spring 2019)	n/a	-45.0
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	n/a	60.0%

IAB ELA Above Standard	All Students	n/a	n/a	n/a	40.0%
<i>Instructional Focus Goal:</i> All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	-130.0
IAB Math Above Standard	All Students	n/a	n/a	n/a	n/a
CAST (Science) at or above Standard	All Students	n/a	15.1% (Spring 2019)	n/a	20.0%

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal for May 2024:		By May 2024 African American student will increase their SBAC score by 80 points higher than the 2018-19 baseline			
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-129.5 (Spring 2019)	n/a	-85.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-86.5 (Spring 2019)	n/a	-50.0
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	African-American Students	n/a	n/a	n/a	n/a
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	37.3%	Coming soon	28.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-245.1 (Spring 2019)	n/a	-225.1
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-197.2 (Spring 2019)	n/a	-177.2
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	n/a	n/a	n/a	n/a	n/a
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	3.5%	n/a	7.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	6.1%	n/a	12.0%

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

School Goal for May 2024: 95% of students and families will feel connected to 1 adult

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	49.9%	n/a	55.0%
Suspensions	All Students	-2pp	4.1%	n/a	3.0%
Suspensions	African-American Students	-2pp	10.1%	n/a	5.0%
Suspensions	Students with Disabilities	-2pp	11.7%	n/a	5.0%
Chronic Absence	All Students	-2pp	14.5%	n/a	30.0%
Chronic Absence	African-American Students	-2pp	20.4%	n/a	40.0%
UCP Complaints	All Students	n/a	n/a	n/a	2

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

School Goal for May 2024: We will increase the teacher year to year retention by 3%

Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	60.0%	65.0%
Teacher Retention	All Teachers	n/a	81.7% (Fall 2020)	85.0%	88.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: RESOURCE INEQUITIES

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

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

School: Oakland High School

SPSA Year Reviewed: 2020-21

SPSA Link: [20-21 SPSA](#)

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready

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

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.

Related School Goal:

By May 2023, 73% of seniors will graduate meeting A-G requirements.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Pathways have collaboration time to identify and support students receiving Ds or Fs who need intervention and case management. Counselors go into grade level courses to share with students College readiness requirements, transcript evaluations, and 4 year plans. We did not offer site specific summer enrichment last year due to COVID, but will the summer of 2021.

What evidence do you see that your practices are effective?

The latest dashboard data shows there was a 2.7% increase in A-G readiness between academic years 17-18 & 18-19.

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

Addition of collaboration with Pathway/ Family Pod Administration to case manage students who need supports. Have 1 on 1 conversations with student and counselor for those who are not A-G ready.

20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap		Individualize student learning and have high expectations for all students.
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.	
Related School Goal:	By May 2023, African American students will increase their SBAC score by 80 points higher than the 2018-2019 baseline.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
Students were to create academic SMART goals to review each quarter. Provided PBL and Mastery Based Grading PD that encouraged high expectations and different learning styles. Connected students with tutors. Future Center connected with seniors to provide sessions for students to understand what was necessary to achieve their goals.		
What evidence do you see that your practices are effective?		
Tutors were available for students and wellness center had special programs for African American Students to inform them of their opportunities.		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
Due to COVID SWAG was not offered so tutors from EBAYC, however tutors from Oakland Ed Fund were provided. The SBAC test was not given in the 19-20 school year, therefore we do not have any data to observe any changes.		
20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged		To reestablish a positive culture and climate that is informed by needs of our school community.
Theory of Change:	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.	
Related School Goal:	Students and families feel connected with a caring adult on campus.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		

The practices and goals from the 19-20 SPSA were implemented.	
What evidence do you see that your practices are effective?	
Data from the CHKS survey indicates a growth in this area from the 18-19 school year.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
NA	
20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff	
High Quality Teacher Retention	
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>
Related School Goal:	By May 2023 we will increase our teacher retention rate by 5%.
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Implemented as described in the 19-20 SPSA	
What evidence do you see that your practices are effective?	
Every teacher but 1 on staff for the 20-21 school year either has a teaching credential or is enrolled in a teacher preparation program. The number of teachers we need to hire has remained stable or decreased in the past 3 years.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
NA	

20-21 Conditions for English Language Learners		English Learner students continuously develop their language, reaching English fluency in six years or less.
Theory of Change:	<p>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.</p> <p>Then EL graduation rates will increase.</p>	
Related School Goal:	Increase EL graduation rates to 85% for an increase of 10% from the previous year.	
Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.		
<p>Improve outcomes by offering teachers targeted PD's with ELLMA office that helped teachers strategize classroom curriculum and modify it to fit distance learning. PD emphasis was on classroom practices that support language acquisition for students. Due to distance learning the CTE teacher primarily focusing in building the full curriculum for the first CTE course in this sequence. Once we transition back into in-person learning, and now that the CTE curriculum is more finalized, we will refocus on this goal. The CTE teacher will share updates and highlights of the new curriculum this spring and throughout next year, the whole team will consider how to develop thematic or integrated units. The addition of a revamped ELD 5 was also a supporting addition to our students who are transitioning into a mainstream programs but still need language support. Lastly, in collaboration with school administration, teachers, district personnel around protocols on how and when to offer the process of mainstreaming to students was strengthened and also adapted to fit the pandemic. This conversation allowed for the development of a strong transitioning model that is supportive of the students and family's needs as well as takes into consideration teacher expertise and recommendations.</p>		
What evidence do you see that your practices are effective?		
<p>With the support of the ELLMA office PD, teacher procuded 3 lessons with targeted support language aquisition for students. At the PDs teachers received feedback on curriculum, and time to productively collaborate with other teachers and share materials. In refernce to the CTE evidence, this year designated teacher was able to develop Business curriculum and implement that curriculum in CTE course offering. In addition, ELD 5 curriculum was developed and multiple sections were offered this year. Teachers who developed the curriculum also taught ELD 5.</p>		
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.		
<p>In the coming year, ELs, not classified as newcomers, will be enrolled in an Academic ELD course to support language aquisition, build on literacy and English language development to support students being reclassified.</p>		

DEPARTURE FROM PLANNED 20-21 SPSA BUDGET

Please describe any significant differences between your 20-21 SPSA *proposed* budget and your *estimated actual* budget for 2020-21. If you made changes, why?

n/a

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Oakland High School

School ID: 304

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):

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.

Related Goal(s):

By May 2023, 73% of seniors will graduate meeting A-G requirements.

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	Pathway admin works in partnership with pathway directors and teachers to identify students in need of intervention; Admin and support team provide intervention and case management for students who are receiving Ds and Fs.	Student Needs Protocol Data Sheets		Tier 1
1-2	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	Admin will work with Academic Counselors, and College Readiness Partners to schedule and conduct classroom presentations	Counselor and College Readiness Partners schedules; lesson plans; observations		Tier 1

1-3	Summer enrichment program for students who need to recover credits in English 1, Algebra 1 and/or Biology	Admin will plan and implement summer enrichment program for students to recover credits from core 9th grade classes.	Summer Enrichment program enrollment, master schedule, and grade documents	There continues to be a significant achievement gap in which graduation rates (as well as A-G completion rates) of Latino, SPED, and Newcomer students is lower than other groups. The AA off track for graduation rate for 9th grade is 53%. AA off track in the 10th grade is 64.3%. AA off track in the 11th grade is 73.6%. AA off track for graduation is 61.7%. While the overall graduation rate was 85.1% in 2020, but for newcomers it was 61.5%.	Tier 2
1-4	Academic counselors proactively work with students who need credit recovery to make sure they get registered for summer school	Admin works with Academic counselors to insure that applications are in by deadline	summer school transcripts; spreadsheet indicating applications turned in		

1-5	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	There continues to be a significant achievement gap in which graduation rates (as well as A-G completion rates) of Latino, SPED, and Newcomer students is lower than other groups. The AA off track for graduation rate for 9th grade is 53%. AA off track in the 10th grade is 64.3%. AA off track in the 11th grade is 73.6%. AA off track for graduation is 61.7%. While the overall graduation rate was 85.1% in 2020, but for newcomers it was 61.5%.	Tier 2
1-6	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 tracking student progress toward English fluency.	SRI scores, ELPAC scores, reclassification data		Tier 2
1-7	Teachers will utilize tutors from the Oakland Ed Fund as well as OUSD volunteers to support students who are struggling academically	Administrators will coordinate with OUSD volunteers and Oakland Ed Fund, as well as provide supervision for volunteers working on site.	Student grades and feedback from students and teachers		Tier 2

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

School Priority ("Big Rock"):	Individualize student learning and have high expectations for all students.
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School Theory of Change:	<p>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;</p> <p>then our focal student groups will demonstrate growth.</p>				
Related Goal(s):	<p>All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.</p>				
Students to be served by these actions:	<p><i>All Students</i></p>				
#	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 tracking student progress toward English fluency.	SRI scores, ELPAC scores, reclassification data		Tier 2
2-2	Teachers will utilize tutors from the Oakland Ed Fund as well as OUSD volunteers to support students who are struggling academically	Administrators will coordinate with OUSD volunteers and Oakland Ed Fund, as well as provide supervision for volunteers working on site.	Student grades and feedback from students and teachers		Tier 2
2-3	Teachers will participate in data dives in department and pathway 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 department, family and pathway meetings		Tier 1
2-4	Teachers will participate in discussions within their pathways about how to best support struggling students	Administrators and counselors provide data for pathway discussions about struggling students	Pathway/family meeting minutes; tracker		Tier 1

2-5	Teachers hold office hours and small groups to help students who need additional support	Walk throughs	Teacher office hour schedule and Sign-in sheets, and student grades		Tier 1
2-6	Teachers will explore, and begin implementation of mastery-based-grading, which will allow students multiple opportunities to demonstrate mastery of the curriculum	Administrators and TILT will plan ongoing PD around mastery-based-grading, and monitor implementation	PD agendas, department agendas and minutes, student work		Tier 1
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	There continues to be a significant achievement gap in which graduation rates (as well as A-G completion rates) of Latino, SPED, and Newcomer students is lower than other groups. The AA off track for graduation rate for 9th grade is 53%. AA off track in the 10th grade is 64.3%. AA off track in the 11th grade is 73.6%. AA off track for graduation is 61.7%. While the overall graduation rate was 85.1% in 2020, but for newcomers it was 61.5%.	Tier 2

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

School Priority ("Big Rock"):	To reestablish a positive culture and climate that is informed by needs of our school community.
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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>			
Related Goal(s):		All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<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?
3-1	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	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	Facilitate healing spaces for classes.	Create healing spaces for teachers; identify teachers' needs with transition back to in-school learning & identify action plan; Develop healing circle agenda template & sample agendas for classes; provide coaching or co-facilitation of circles	Agendas, # of teachers who participate in healing spaces, and # of teachers who holds healing cricles		Tier 1
3-3	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

3-4	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
3-5	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 case managers.	Meeting agendas; updated MTSS for chronic absense		Tier 2
3-6	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 2
3-7	While communicating with families, help identify parents who want to be more involved in school wide planning or supports.	Establish texting platform to communication with families (i. e. Talking Points); Create a team to focus on parent participation - outreach and participation in existing teams (i.e. SSC)	Established partnership with Parent Square		Tier 1
3-8	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
3-9	Engage in anti-black, anti-racist, and equity conversations & actions	Host experts or provide space for these activities	Having these conversations		Tier 1
3-10	Refer students to connected to CAMP Mentors	Identify, onboard, and support CAMP mentors	Number of students connected to mentorship		Tier 1

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

School Priority ("Big Rock"):	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>
Related Goal(s):	We will increase the teacher year to year retention by 3%
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	Teachers will collaborate in Pathway, department, and / or grade level common planning.	Admin will provide common planning time	Common planning time on master schedule. Meeting minutes from meetings held.		Tier 1
4-2	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
4-3	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	Teacher participating in external coaching via PAR	Offer PAR coaching to teachers.	Number of teachers participating in PAR coaching.		Tier 2

4-5	Participate in professional development activities within and outside of OUSD	Pay for and support teachers in seeking professional development	Teachers participating in PD within and outside the district.	Teachers that are shared between pathways - potentially conflicting PD / meeting times Availability and funding of trainings for teachers (RJ, PBL, SBG, Culturally Relevant Pedagogy, Anti-Racist Teaching) Consistency in response to interventions Lack of coaching for specific needs (new teachers with emergency credentials)	Tier 1
4-6	Teachers participate in the hiring process	Have teachers participate in the hiring process	Have at least 1 teacher on each hiring panel.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	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 Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.
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?
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5-1	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
5-2	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
5-3	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
5-4	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 3
5-5	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 3

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
This expenditure is being used for tutors, after school programming. This will help all of our students in need.	\$210,154	21st Century Schools (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide Tutors in areas of need	304-1
The purpose of this expenditure is to hire a STIP sub to allow teachers to collaborate within pathways and have grade level meetings.	\$51,156	LCFF Supplemental	1105	Certificated Teachers' Salaries	0102	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate in Pathway, department, and / or grade level common planning.	304-2
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$51,371	LCFF Supplemental	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.50	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers teaching at high quality as rated on the OETF rubric.	304-3
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$30,837	LCFF Supplemental	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	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	304-4
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$76,828	LCFF Supplemental	1105	Certificated Teachers' Salaries	4114	Teacher, Structured English Immersion	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	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	304-5
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$45,062	LCFF Supplemental	1105	Certificated Teachers' Salaries	6186	Teacher, Structured English Immersion	0.60	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers will participate in data dives in department and pathway groups to inform instruction	304-6
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$78,098	LCFF Supplemental	1105	Certificated Teachers' Salaries	0026	Teacher, Structured English Immersion	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers teaching at high quality as rated on the OETF rubric.	304-7
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$16,371	LCFF Supplemental	1105	Certificated Teachers' Salaries	4815	Teacher, Structured English Immersion	0.20	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers teaching at high quality as rated on the OETF rubric.	304-8
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$56,878	LCFF Supplemental	1105	Certificated Teachers' Salaries	4848	Teacher, Structured English Immersion	0.50	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers teaching at high quality as rated on the OETF rubric.	304-9
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$24,557	LCFF Supplemental	1105	Certificated Teachers' Salaries	4756	Teacher, Structured English Immersion	0.30	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers will explore, and begin implementation of mastery-based-grading, which will allow students multiple opportunities to demonstrate mastery of the curriculum	304-10
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$58,255	LCFF Supplemental	1105	Certificated Teachers' Salaries	4831	Teacher, Structured English Immersion	0.60	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Facilitate on-going community building with students	304-11
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$31,232	LCFF Supplemental	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.34	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers teaching at high quality as rated on the OETF rubric.	304-12

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$53,094	LCFF Supplemental	1105	Certificated Teachers' Salaries	0392	Teacher, Structured English Immersion	0.60	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers teaching at high quality as rated on the OETF rubric.	304-13
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$45,519	LCFF Supplemental	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.50	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers teaching at high quality as rated on the OETF rubric.	304-14
The purpose of this expenditure is to pay the salary of our textbook clerk who is responsible for ordering, distributing and collecting books for all of our students	\$57,533	LCFF Supplemental	2405	Clerical Salaries	0233	Textbook Clerk	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers teaching at high quality as rated on the OETF rubric.	304-15
The purpose of this expenditure is to pay the salary for a locker room attendant who will maintain the locker room safety before, during, and after classes.	\$26,676	LCFF Supplemental	2205	Classified Support Salaries	0547	PE Attendant	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers teaching at high quality as rated on the OETF rubric.	304-16
The purpose of this expenditure is to pay the salary for the life guard who will support safety at the pool as we offer our swim class.	\$62,215	LCFF Supplemental	2205	Classified Support Salaries	4445	Lifeguard	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers teaching at high quality as rated on the OETF rubric.	304-17
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 severely interrupted formal education.	\$24,891	LCFF Supplemental	2205	Classified Support Salaries	6350	Assistant, Newcomer Learning Lab	0.40	Goal 1: All students graduate college, career, and community ready.	Teachers hold office hours and small groups to help students who need additional support	304-18
The purpose of this expenditure is to pay for the salary of the tech support specialist who is responsible for maintaining all of the technology on campus	\$89,396	LCFF Supplemental	5737	IT Computer Tech	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers teaching at high quality as rated on the OETF rubric.	304-19
The purpose of this expenditure is to pay the salary for a lockerroom attendant who will maintain the locker room safety before, during, and after classes.	\$26,675	General Purpose Discretionary	2205	Classified Support Salaries	0547	PE Attendant	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers teaching at high quality as rated on the OETF rubric.	304-20
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$33,625	General Purpose Discretionary	1105	Certificated Teachers' Salaries	2210	Teacher, Structured English Immersion	0.50	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teachers teaching at high quality as rated on the OETF rubric.	304-21
The purpose of this expenditure is to pay the salary for a lockerroom attendant who will maintain the locker room safety before, during, and after classes.	\$51,156	LCFF Supplemental	2205	Classified Support Salaries	1522	PE Attendant	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Teachers teaching at high quality as rated on the OETF rubric.	304-22
The purpose of this expenditure is to purchase books and equipment for the library to get the library up to 21st century standards	\$55,000	Measure G: Library	4399	Unallocated	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Funding to support Academic ELD course, development of curriculum, funding for Academic ELD course offerings	304-23
The purpose of this expenditure is to pay for professional dues to AVID to continue our AVID program and receive the resources and coaching provided by AVID.	\$4,100	LCFF Supplemental	5300	Dues & Memberships	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Pay for and support teachers in seeking professional development	304-24
The purpose of this expenditure is to for service contracts and maintenance for our copy machines	\$30,000	LCFF Supplemental	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Facilitate on-going community building with students	304-25

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
The purpose of this expenditure is to move these dollars to the appropriate org as we determine the schools need.	\$52,112	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate in Pathway, department, and / or grade level common planning.	304-26
The purpose of this expenditure is to pay for the AP test fees for our students in AP courses	\$20,000	Title IV: Student Support & Academic Enrichment	4375	Testing Materials	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Admin works with Academic counselors to insure that applications are in by deadline	304-27
The purpose of this expenditure is to purchase books that will assist students accessing the core curriculum	\$13,104	Title IV: Student Support & Academic Enrichment	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Funding to support ELD 5, continue with the development of ELD 5 curriculum, funding for ELD 5 course offerings	304-28
The purpose of this expenditure is intended to move to reallocate to other orgs based on need.	\$46	Title IV: Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	304-29
The purpose of this expenditure is intended for the newly elected SSC parent families to allocate once the new SSC is convened.	\$13,260	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Funding to support Academic ELD course, development of curriculum, funding for Academic ELD course offerings	304-30
The purpose of this expenditure is to purchase paper for teacher and students to make the copies that are connected to the core curriculum	\$10,000	General Purpose Discretionary	4350	Paper	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	304-31
The purpose of this expenditure is to purchase school office supplies for teachers and students to support their efforts to engage in rigorous academics	\$10,000	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Pathway admin works in partnership with pathway directors and teachers to identify students in need of intervention; Admin and support team provide intervention and case management for students who are receiving Ds and Fs.	304-32
The purpose of this expenditure is to be able to pay OUSD's departments to fix things at Oakland High that need repairing	\$5,000	General Purpose Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Create healing spaces for teachers; identify teachers' needs with transition back to in-school learning & identify action plan; Develop healing circle agenda template & sample agendas for classes; provide coaching or co-facilitation of circles	304-33
The purpose of this expenditure is to mail information to families to keep them informed of important information to help support their students education.	\$5,000	General Purpose Discretionary	5724	Mail Services/Postage	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Administrators will support teachers in developing the curriculum for the course as well as tracking student progress toward English fluency.	304-34
The purpose of this expenditure is to purchase equipment that will assist students accessing the core curriculum	\$2,000	General Purpose Discretionary	4410	Equipment < \$5,000	NA	n/a	NA	Goal 1: All students graduate college, career, and community ready.	Have teachers participate in the hiring process	304-35
The purpose of this expenditure is to for service contracts and maintenance for our copy machines	\$7,000	General Purpose Discretionary	5826	External Work Order Services	NA	n/a	NA	Goal 1: All students graduate college, career, and community ready.	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	304-36
The purpose of this expenditure is to move these dollars to the appropriate org as we determine the schools need based on hybrid learning / distanced learning / covid learning.	\$15,393	General Purpose Discretionary	4399	Unallocated	NA	n/a	NA	Goal 1: All students graduate college, career, and community ready.	Academic counselors proactively work with students who need credit recovery to make sure they get registered for summer school	304-37

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
The purpose of this expenditure is to purchase books that will assist students accessing the core curriculum	\$14,770	Title I: Basic	4200	Books other than Textbooks	NA	n/a	NA	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will participate in data dives in department and pathway groups to inform instruction	304-38
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$61,689	Title I: Basic	1105	Certificated Teachers' Salaries	2443	Teacher, Structured English Immersion	0.5	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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	304-39
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$38,221	Title I: Basic	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.5	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	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	304-40
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$69,754	Title I: Basic	1105	Certificated Teachers' Salaries	1654	Teacher, Structured English Immersion	0.5	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will participate in discussions within their pathways about how to best support struggling students	304-41
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$51,371	Title I: Basic	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.5	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers hold office hours and small groups to help students who need additional support	304-42
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$45,519	Title I: Basic	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.5	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will explore, and begin implementation of mastery-based-grading, which will allow students multiple opportunities to demonstrate mastery of the curriculum	304-43
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$35,396	Title I: Basic	1105	Certificated Teachers' Salaries	0392	Teacher, Structured English Immersion	0.4	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Conduct student needs assessment to get a general understanding on how the pandemic has impacted their social and emotional well-being, and what they may need as they transition back to school.	304-44
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$49,113	Title I: Basic	1105	Certificated Teachers' Salaries	4815	Teacher, Structured English Immersion	0.6	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers teaching at high quality as rated on the OETF rubric.	304-45
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$33,625	Title I: Basic	1105	Certificated Teachers' Salaries	2210	Teacher, Structured English Immersion	0.5	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers teaching at high quality as rated on the OETF rubric.	304-46
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$38,961	Title I: Basic	1105	Certificated Teachers' Salaries	4138	Teacher, Structured English Immersion	0.3	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers teaching at high quality as rated on the OETF rubric.	304-47
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$30,041	Title I: Basic	1105	Certificated Teachers' Salaries	6186	Teacher, Structured English Immersion	0.4	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Continue teaching designated ELD 5 course and PLC collaboration among the ELD 5 teachers	304-48

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
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.	\$37,337	Title I: Basic	1105	Certificated Teachers' Salaries	6350	Assistant, Newcomer Learning Lab	0.6	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Funding to support Academic ELD course, development of curriculum, funding for Academic ELD course offerings	304-49
The purpose of this expenditure is to give each of the 6 pathways an allocation to support their Linked Learning efforts	\$72,000	Measure N	4399	Unallocated	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	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	304-50
The purpose of this expenditure is to hire a STIP sub to allow teachers to collaborate within pathways and have grade level meetings.	\$60,311	Measure N	1105	Certificated Teachers' Salaries	4754	STIP Teacher	1.0	Goal 1: All students graduate college, career, and community ready.	Teachers will participate in discussions within their pathways about how to best support struggling students	304-51
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$84,328	Measure N	1105	Certificated Teachers' Salaries	6187	Teacher, Structured English Immersion	1.0	Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	RISE teacher collaboration and cross curricular planning on PBL, integrate pathway theme into content areas.	304-52
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$57,299	Measure N	1105	Certificated Teachers' Salaries	4756	Teacher, Structured English Immersion	0.7	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will explore, and begin implementation of mastery-based-grading, which will allow students multiple opportunities to demonstrate mastery of the curriculum	304-53
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$60,626	Measure N	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	.66	Goal 1: All students graduate college, career, and community ready.	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	304-54
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$14,028	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7756	11-Month Classroom TSA	0.1	Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate in Pathway, department, and / or grade level common planning.	304-55
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$14,853	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7757	11-Month Classroom TSA	0.1	Goal 1: All students graduate college, career, and community ready.	Prioritize meeting times for PD at OHS, refer teachers to ELLMA office PD	304-56
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$10,904	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7758	11-Month Classroom TSA	0.1	Goal 1: All students graduate college, career, and community ready.	Develop a holistic re-entry support plan for students who have been suspended in collaboration with teachers, support teams, and partners on campus.	304-57
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$10,063	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7760	11-Month Classroom TSA	0.1	Goal 1: All students graduate college, career, and community ready.	Partner with Providers, students, and families to develop a holistic support plan for students in COST.	304-58
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$10,572	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7573	11-Month Classroom TSA	0.1	Goal 1: All students graduate college, career, and community ready.	Teachers teaching at high quality as rated on the OETF rubric.	304-59
The purpose of this expenditure is to pay the salary of a teacher that will support our students with meeting A-G requirements.	\$9,101	Measure N	1119	Certificated Teachers on Special Assignment Salaries	4148	Teacher, Structured English Immersion	0.1	Goal 1: All students graduate college, career, and community ready.	Teacher participating in external coaching via PAR	304-60

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
The purpose of this expenditure is to pay the salary of a counselor that will support our students with meeting A-G requirements.	\$103,811	Measure N	1205	Certificated Pupil Support Salaries	7185	Counselor	1.0	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Admin will work with Academic Counselors, and College Readiness Partners to schedule and conduct classroom presentations	304-61
The purpose of this expenditure is to pay the salary of a counselor that will support our students with meeting A-G requirements.	\$77,106	Measure N	1205	Certificated Pupil Support Salaries	6572	Counselor	0.8	Goal 1: All students graduate college, career, and community ready.	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	304-62
The purpose of this expenditure is to pay the salary of a case manager that supports students with the coping skills necessary to navigate obstacles that get in the way of learning	\$97,240	Measure N	2405	Clerical Salaries	1762	Case Manager 20	1.0	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Academic counselors proactively work with students who need credit recovery to make sure they get registered for summer school	304-63
The purpose of this expenditure is to pay the salary of a case manager that supports students with the coping skills necessary to navigate obstacles that get in the way of learning	\$98,976	Measure N	2405	Clerical Salaries	1897	Case Manager 20	1.0	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will utilize tutors from the Oakland Ed Fund as well as OUSD volunteers to support students who are struggling academically	304-64
The purpose of this expenditure is to pay the salary of a case manager that supports students with the coping skills necessary to navigate obstacles that get in the way of learning	\$98,976	Measure N	2405	Clerical Salaries	2555	Case Manager 20	1.0	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will participate in data dives in department and pathway groups to inform instruction	304-65
The purpose of this expenditure is to pay the salary of a case manager that supports students with the coping skills necessary to navigate obstacles that get in the way of learning	\$96,634	Measure N	2405	Clerical Salaries	3797	Case Manager 20	1.0	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will participate in discussions within their pathways about how to best support struggling students	304-66
The purpose of this expenditure is to pay the salary of an admin assistant that will manage the massive amount of MN documents	\$81,840	Measure N	2405	Clerical Salaries	7252	Administrative Assistant I, Bilingual	1.0	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Pay for and support teachers in seeking professional development	304-67
The purpose of this expenditure is to pay the salary of an AP that will be the administrator over one of the 5 pathways	\$131,859	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	7391	Assistant Principal, High School	1.0	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Admin will work with Academic Counselors, and College Readiness Partners to schedule and conduct classroom presentations	304-68
The purpose of this expenditure is to pay the salary of an AP that will be the administrator over one of the 5 pathways	\$37,618	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3577	Assistant Principal, High School	0.3	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Pathway admin works in partnership with pathway directors and teachers to identify students in need of intervention; Admin and support team provide intervention and case management for students who are receiving Ds and Fs.	304-69
The purpose of this expenditure is to pay the salary of the Work Based Learning Liaison that supports the 6 pathways	\$10,543	Measure N	2205	Classified Support Salaries	4183	Site Liaison, Work-Based Learning	1.0	Goal 1: All students graduate college, career, and community ready.	Administrators will provide data and protocols for teachers to engage in data dives and cycles of inquiry to inform instruction	304-70
The purpose of this expenditure is to pay the salary for our Pathway Coach that supports the 6 pathways.	\$78,749	Measure N	2305	Classified Supervisors' and Administrators' Salaries	3513	Coach College/Career Pathways	0.5	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Teacher participating in external coaching via PAR	304-71

PROPOSED 2021-22 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 ACTION	BUDGET ACTION NUMBER
The purpose of this expenditure is to pay extended contracts to pathway senior seminar teachers to meet throughout the year to collaborate, coordinate, and design the senior capstone experience.	\$4,048	Measure N	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Provide and model community building amongst staff during family/ Pathway meetings, faculty meetings, and professional development days.	304-72



**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
- Parents can schedule meetings with their student's teachers and counselor

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 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.
- Oakland High School's Future Center provides college and career access and support in applying for scholarship, financial aid and college applications.

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

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, Robo 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

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 robo calls and emails in our student languages and through Talking Points.

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 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 December 17, 2020 and will be in effect for the period of August 10, 2020 through May 28, 2021. It is retroactive on August 10, 2020

The school will distribute this policy to all parents on or before December 21, 2020.

Name of Principal Signature of Principal

Pamela Moy *Pamela Moy* Date: 12/17/2020



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

School-Parent Compact

Oakland High School

2020-2021

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 2020-21 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 unlimited 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.

- 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, December 17, 2020, and will be in effect for the period of August 10, 2020 to May 28, 2021. It's retroactive August 10, 2020.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before December 21, 2020.

Signature of Principal



Pamela Moy

Date: 12/17/2020

School Site Council Membership Roster

Oakland High School

School Name: Oakland High School

School Year **2020-2021**

Chairperson : Charlene Johnson	Vice Chairperson: Thomas Wooding
Secretary: Vu Nguyen	

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent /Com	Student
Matin Abdel-Qawi		X				
Percy Foster				X		
Vu Nguyen			X			
Thomas Wooding			X			
Carmen Mandic			X			
Charlene Johnson					X	
Michelle Mateo					X	
Cindy Oludayo					X	
Mila Hodge						X
Briana Johnson						X
DAC Representative						
Home Ph.	Email:					

Meeting Schedule	The 3rd Thursday of every month from August 2020 to June 2021
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SSC Legal Requirements:

1. Members MUST be selected/elected by peer groups;
2. There must be an equal ratio of school staff to parent/community/student members;
3. There must be an equal number of students and parents/community members
4. Majority of school staff members must be classroom teachers;
5. Students are required members of the High School SSC Parent/community members cannot be employees at the site.