

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Office of the Superintendent**

June 24, 2015

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Susana Ramirez Director, State and Federal Compliance

**Re:** 2015 - 2016 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Oakland High School.

**Background:**

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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, 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 to student success.

**Fiscal Impact:**

The Programs listed below are reported in the Consolidated Application and allocated to school sites through the Single Plan for Student Achievement (SPSA).

- Title I
- 21<sup>st</sup> Century After School Programs

**Recommendation:**

The Board of Education is requested to approve the 2015-2016 Single Plan for Student Achievement (SPSA) for Oakland High School.



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*

Legislative File ID No.: 15-1308

Introduction Date: 6/24/15

Enactment No.: 15-1047

Enactment Date: 6/24/15

## 2015-2016 Single Plan for Student Achievement (SPSA)

**School:** Oakland High School  
**CDS Code:** 1612590135905  
**Principal:** Matin Abdul-qawi  
**Date of this revision:** 6/10/2015

The Single 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 Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

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

<b>Contact Person:</b>	Matin Abdul-qawi	<b>Position:</b>	Principal
<b>Address:</b>	1023 MacArthur Blvd. Oakland, CA 94610	<b>Telephone Number:</b>	510-874-3676
		<b>Email Address:</b>	matin.abdel-qawi@ousd.k12.ca.us

*The District Governing Board approved this revision of the SPSA on:* 6/24/2015

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Antwan Wilson, Superintendent**

**James Harris, Board President**

15-16 Single Plan for Student Achievement Recommendations and Assurances

School Site Name: Oakland High School

Site Number: 304

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program          | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> School Improvement Grant (SIG) |
| <input type="checkbox"/> Title I Targeted Assistance Program            | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         | <input checked="" type="checkbox"/> 21st Century        |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> LCFF Concentration Grant                                   |   |

The School Site Council (SSC) recommends this comprehensive Single 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's Single 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: 5/21/15

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

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Fliers in students' home languages | <input checked="" type="checkbox"/> Announcement at a public meeting | <input type="checkbox"/> Other (Notices and Media Announcements, etc.) |
|---|--|--|

Signatures:

Matin Abdel-Qawi  
Print name of School Principal

Matin Abdel-Qawi  
Signature

5/21/15  
Date

DIANE JOHANSON  
Print name of SSC Chairperson

[Signature]  
Signature

5/21/15  
Date

Kevin Taylor  
Print name of Network Superintendent

[Signature]  
Signature

5/29/15  
Date

Susana Ramirez  
Susana Ramirez, Director, State & Federal Programs

[Signature]  
Signature

5/29/15  
Date



**2015-2016 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Base #0000</b>	\$482,100.00	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$634,717.81	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$1,116,817.81</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$313,142.63	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$7,818.69	TBD
School Improvement Grant ... <b>SIG Resource #3180</b>	\$0.00	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$320,961.32</b>	<b>\$0.00</b>

## MAJOR IMPROVEMENT PRIORITIES

### MAJOR IMPROVEMENT PRIORITY #1: Increase Student Lexile Level

LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- 5. Parent/Family Engagement (LCAP Goal 6)
- 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

#### STUDENT GOAL(S) for Improvement Priority #1

- Increase reading grade level by at least 1 year every year for all students.
- Increase reading grade level by 2 years for all students 2 or more grade levels behind.
- Reduce SRI non-participation rate to 5% or less.
- Every teacher will know and use a reading strategy in every class every day including MTT, close read, or other literacy strategies.
- Increase the percentage of seniors graduating with a lexile score at 1050 or more by 4%.

#### STUDENT GOAL TARGET(S) for Improvement Priority #1

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
SRI	The number of students participating will be above 95%	1398 or 95%	35%	98%
SRI	An increase in the number of students above grade level	220 or 16%		22%
SRI	An increase in the number of students at grade level	235 or 17%		23%
SRI	A decrease in the number of students 1 year below grade level	131 or 9%		5%
Other	A decrease in the number of students multiple years below grade level	812 or 58%		50%
	Percent present in walk-through data collection	25%		50%

## DATA ANALYSIS for Improvement Priority #1

Performance Strengths	Performance Challenges
46% of all 9th grade Asian students read at or above grade level.	65% of our African American students are multiple years below grade level.
38% of our female 9th grader are at or above grade level.	59% of our Hispanic students are multiple years below grade level.
39% of our male 9th graders are at or above grade level.	52% of our female and 57% of our male students are multiple years below grade level.
	Percentage of students at or above grade level decreases every year from 9th to 10th.

## ROOT CAUSE ANALYSIS for Improvement Priority #1

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

With nearly 60% of our students arriving at Oakland High multiple years below grade level and nearly 70% of our African-American and Hispanic student multiple years below grade level we need more 9th grade reading acceleration opportunities.

With the influx of resources to purchase libraries for all English teachers, we've made SSR a regular practice in all English classes. We know this alone won't get students to become better readers but it is a practice supported by LCI as a valuable part of a comprehensive reading program.

The school leadership has identified Marking The Text as the school-wide skill all teachers will use to assist students with increasing comprehension. Next year we will continue to reinforce this strategy and add an additional strategy so that students can have multiple reading comprehension strategies to access.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

1. Lack of common understanding with SRI.
2. Lack of PD explicitly for reading strategies.
3. Inconsistency with the implementation of SSR.

## MAJOR IMPROVEMENT STRATEGY #1

**All teachers will implement AVID reading strategies including Marking The Text, Close Read, and Cornell Note Taking**

<b>Teaching Practices:</b>	<b>Leadership Practices:</b>	<b>Organizational Practices:</b>
All English teachers will be consistent supporters and advocates for all SRI administrations. Encouraging all students to participate and do their best.	The English department will develop a SSR protocol with expectations.	TILT develops and delivers PD explicitly for reading strategies.
All English teachers will implement SSR with all of their classes.	Principal will create a Wednesday Professional Development schedule that supports department meetings at least once a month.	Principal facilitates bi-weekly TILT meeting.
All English teachers will implement SSR with all of their classes.	Principal will facilitate TILT meetings with agenda's focused on developing reading comprehension expectations for all departments.	
All teachers will implement AVID reading strategies.	TILT will develop department specific implementation expectations linked to the English departments comprehensive reading comprehension plan.	
	The English department will develop a comprehensive reading comprehension plan.	

<b>MAJOR IMPROVEMENT PRIORITY #2: Increase Graduation Rate</b>
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*LCAP strategic priorities addressed by this Major Improvement Priority:*

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- ✓ 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- ✓ 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #2**

- Increase Graduation Rates of all students by 3%.
- Increase Graduation Rate of African-American Males by 4%.



- Increase percentage of students meeting A-G requirements by 2%.
- Increase percentage of African-American Males meeting A-G requirements by 3%.

**STUDENT GOAL TARGET(S) for Improvement Priority #2**

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Grades D&F rate	Review the percentage of all 12th grade students with "F" semester grades.	20%	15%	10%
Grades D&F rate	Review the percentage of 12th grade African-American Male students with "F" semester grades.	33%	28%	23%
Grades D&F rate	Review the percentage of all 12th grade students who complete A-G courses.	47.70%	52.70%	57.70%
Grades D&F rate	Review the percentage of 12th grade African-American Male students who complete A-G courses.	22.90%	27.90%	32.90%

**DATA ANALYSIS for Improvement Priority #2**

<b>Performance Strengths</b>	<b>Performance Challenges</b>
58.9% of 12th grade Asian students completed A-G requirements.	52.3% of all 12th grade students in 2014 did not complete A-G requirements.
52.1% of 12th grade Female students completed A-G requirements.	77.1% of 12th grade African-American male students did not complete A-G requirements.
54.5% of 12th grade Khmer Home Language students completed A-G requirements.	58.5% of 12th grade Latino students did not complete A-G requirements.
54.5% of 12th grade Mien Home Language students completed A-G requirements.	80.9% of 12th grade EL students did not complete A-G requirements.
	51.9% of 12th grade Low Income students did not complete A-G requirements.

## ROOT CAUSE ANALYSIS for Improvement Priority #2

***What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?***

The data suggests that we need to review A-G access and completion for African-American & EL students. Specifically we need to identify particular roadblocks that are

preventing access and identify explicit reasons that are contributing to the low completion rate. With this information, we can implement additional professional development

for teachers that can support this goal, in particular culturally relevant pedagogy.

***Given this analysis of our practices, what are the key root causes for the performance challenges identified above?***

1. Instructional practices

2. Grade level skills of students

3. Need for additional academic interventions

4. Credit recovery opportunities

## MAJOR IMPROVEMENT STRATEGY #2

**Regular review of "D & F" grade data to identify what interventions can be implemented for those scholars.**

<b><i>Teaching Practices:</i></b>	<b><i>Leadership Practices:</i></b>	<b><i>Organizational Practices:</i></b>
Teachers will create as many opportunities possible for students to pass their classes. Extra credit, office hours, COST referrals, SST.	12th grade administrator will meet with Counselors after each marking period to review seniors on track for graduation status.	All students will participate in a school wide transcript analysis protocol each semester.
Teachers and Counselors will contact families of all students in danger of failing.	Approve independent studies for students that can qualify and benefit.	Develop and implement a new independent study policy.
Teachers will give students more time and opportunities to complete assignments and/or demonstrate mastery.	Identify funding to offer B period APEX courses.	
Weekly progress reports will be provided to students in danger of failing.	Explore other credit recovery opportunities for scholars who are credit deficient.	
Teachers will contact families of students in danger of failing by the midpoint of a marking period.		

Counselors will meet with every 12th grade student and their family that is in danger of not graduating.		
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<b>MAJOR IMPROVEMENT PRIORITY #3: Reduce Out of School Suspension</b>
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LCAP strategic priorities addressed by this Major Improvement Priority:

- ✓ 1. College & Career Readiness (LCAP Goal 1)
- 2. Literacy (Proficiency on State Standards, Grade Level Reading, English Learners Reading Fluency—LCAP Goals 2, 3, 4)
- 3. Mathematics/STEM Proficiency (Proficiency on State Standards—LCAP Goal 2)
- ✓ 4. Student Engagement (LCAP Goal 5)
- ✓ 5. Parent/Family Engagement (LCAP Goal 6)
- ✓ 6. Safe, Healthy & Supportive Schools (LCAP Goal 7)

**STUDENT GOAL(S) for Improvement Priority #3**

- Reduce Out of School Suspension rate of all students to 5% or less.

**STUDENT GOAL TARGET(S) for Improvement Priority #3**

<i>Indicators for Student Goal(s)</i>	<i>Indicator Description</i>	<i>Fall 2014 Baseline</i>	<i>2014-15 Target</i>	<i>2015-16 Target</i>
Suspension	Review weekly Out of School Suspension data to support or adjust practices towards meeting goal.	9.40%	< 8.5%	< 7.6%

**DATA ANALYSIS for Improvement Priority #3**

<b>Performance Strengths</b>	<b>Performance Challenges</b>
90.6% of of all students do not have an Out of School Suspension.	15.5 % of African-American students have an Out of School Suspension.
96.9% of Asian students do not have an Out of School Suspension.	15.4% of Pacific Islander students have an Out of School Suspension.
97.9% of 12th grade students do not have an Out of School Suspension.	17.6% of African-American male students have an Out of School Suspension.
93.1% of Female students do not have an Out of School Suspension.	

### ROOT CAUSE ANALYSIS for Improvement Priority #3

**What do the data from sources such as School Quality Review, Extended Site Visit, Instructional Rounds, Observation & Feedback, and other school team reflections say about our organizational, leadership, and teacher practices for this improvement priority, and about how well we are implementing these practices?**

The data suggests that we need to implement Alternatives to Suspension school-wide, specifically for African-American & Pacific Islander students.

**Given this analysis of our practices, what are the key root causes for the performance challenges identified above?**

1. Issuing Alternatives to Suspension options were not explicit.
2. Review and reflection of sub group suspension data was not regularly completed.
3. Lack of a school-wide Restorative Justice plan.

### MAJOR IMPROVEMENT STRATEGY #3

**Create and use Alternatives to Suspension options for out of school suspendable offenses.**

<b>Teaching Practices:</b>	<b>Leadership Practices:</b>	<b>Organizational Practices:</b>
9th grade families to use No Nonsense Nurturing strategies.	Create Restorative Justice Plan with Restorative Justice Coordinator.	Implement annual Discipline Matrix.
9th grade families to use Student Talk Protocols to discuss challenging students.	Administrators will include PROPS in observation and support process.	Implement Restorative Justice Plan school wide.
Teachers to make COST referrals for students needing Tier II support.	Administrators will use a teacher talk protocol to talk with teachers who are struggling to create safe and nurturing teaching environments.	Meet or exceed the number of COST referrals from previous year.
Teachers will use Restorative Justice Circle Process to create safer learning environments.	Use URF data from Aeries to support teachers, develop PD, and frame grade level student conversations.	Case managers will meet with students in danger of committing a suspendable offense.
Academies and Small Learning Communities will implement academic case management structures.		Utilize SART process as an intervention.
All teachers will use URF.		Utilize SST process as an intervention.

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site's program goals and will be performed as a centralized service:

### Title I Centralized Services

Centralized Services	Title I Projected Allocation
Professional Development	\$745,469
Early Childhood Education	\$1,964,450
Mental Health Services	\$175,000
Literacy	\$800,000
Summer School	\$400,000

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools (e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches)
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress
- Early Childhood Education services for preschool children

<b>School: Oakland High School</b>												
<b>BUDGET ACTIONS &amp; FUNDING: IMPROVEMENT PRIORITY #1 (Increase Student Lexile Level)</b>											<a href="#">Click here for the full list of LCAP strategies.</a>	
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
All English teachers will be consistent supporters and advocates for all SRI administrations. Encouraging all students to participate and do their best.	SRI	Foster Youth	N/A	LCFF Supplemental	4100				\$10,000.00	304-1A	Targeted Approaches	A3.2: Reading Intervention
All English teachers will implement SSR with all of their classes.	SRI	Low-Income Students	N/A						n/a	304-1B	Targeted Approaches	
All English teachers will implement SSR with all of their classes.	SRI	Low-Income Students	Purchase to grow individual classroom libraries	General Purpose Discretionary					\$4,000.00	304-1C	Targeted Approaches	A3.2: Reading Intervention
All teachers will implement AVID reading strategies.			Provide extra time pay for planning	General Purpose Discretionary	1120				\$6,250.00	304-1D	Targeted Approaches	A3.2: Reading Intervention
Purchase supplies to support New Comer Pathway	SRI	English Language Learners	Purchase supplies to support New Comer Pathway	LCFF Supplemental	4310				\$25,000.00	304-1E	Targeted Approaches	A4.3: Newcomer Programs
AVID	SRI	Low-Income Students	Participate in AVID summer conference	LCFF Supplemental					\$20,000.00	304-1F	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Teaching academic vocabulary			N/A						n/a	304-1G	Targeted Approaches	A3.2: Reading Intervention
The CORE Six	Other	Low-Income Students	Purchase a book for every teacher.	LCFF Supplemental	4310				\$1,200.00	304-1H	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Release time to observe other teachers	Other	Low-Income Students	Sub coverage to allow teachers to observe other teachers	LCFF Supplemental	1154				\$10,000.00	304-1I	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
The English department will develop a SSR protocol with expectations.	SRI	Low-Income Students	n/a						n/a	304-1J	Targeted Approaches	
Principal will create a Wednesday Professional Development schedule that supports department meetings at least once a month.	Other	Low-Income Students	n/a						n/a	304-1K		
Principal will facilitate TILT meetings with agenda's focused on developing reading comprehension expectations for all departments.	Other	Low-Income Students	n/a						n/a	304-1L		
TILT will develop department specific implementation expectations linked to the English departments comprehensive reading comprehension plan.	SRI	Low-Income Students	n/a						n/a	304-1M		
The English department will develop a comprehensive reading comprehension plan.	SRI	Low-Income Students	n/a						n/a	304-1N		
Purchase books and resources to support students that at or above reading level (GATE).	SRI	Low-Income Students	Purchase books and provide access to online resources	General Purpose Discretionary					\$5,000.00	304-1O	Targeted Approaches	A2.3: Standards-Aligned Learning Materials
TILT develops and delivers PD explicitly for reading strategies.			n/a						n/a	304-1P		
Principal facilitates bi-weekly TILT meeting.			n/a						n/a	304-1Q		
Purchase materials and supplies	SRI	Low-Income Students	Purchase materials and supplies	Title I Basic					\$7,985.00	304-1R	Targeted Approaches	A1.2: CAHSEE Preparation

Computers for access to online reading supports	SRI	Low-Income Students	Purchase computers	Title I Basic					\$5,000.00	304-1S	Targeted Approaches	A3.1: Blended Learning
Books for English teacher's in class library	SRI	Low-Income Students	Purchase other books	Title I Basic					\$2,000.00	304-1T	Targeted Approaches	A1.3: A-G Completion

**BUDGET ACTIONS & IMPROVEMENT PRIORITY #2 (Increase Graduation Rate) FUNDING:**

Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
Teachers will create as many opportunities possible for students to pass their classes. Extra credit, office hours, COST referrals, SST.	Grades D&F rate	Low-Income Students	PD for teachers, academic intervention programs, teacher hourly compensation if needed	LCFF Supplemental	1120				\$6,250.00	304-2A	Teacher PD	A3.4: Teacher Professional Development focused on Literacy
Teachers and Counselors will contact families of all students in danger of failing.	Grades D&F rate	English Language Learners	Teacher hourly compensation if needed	LCFF Supplemental	1120				\$6,250.00	304-2B	Family Engagement	A6.5: Academic Parent-Teacher Communication & Workshops
Teachers will give students more time and opportunities to complete assignments and/or demonstrate mastery.	Grades D&F rate	English Language Learners	PD for teachers						n/a	304-2C		
Weekly progress reports will be provided to students in danger of failing.	Grades D&F rate	Low-Income Students	Teacher hourly compensation if needed	LCFF Supplemental	1120				\$6,250.00	304-2D		
Teachers will contact families of students in danger of failing by the midpoint of a marking period.	Grades D&F rate	African American Students	Teacher hourly compensation if needed	LCFF Supplemental	1120				\$6,250.00	304-2E	Family Engagement	A6.5: Academic Parent-Teacher Communication & Workshops
Counselors will meet with every 12th grade student and their family that is in danger of not graduating.	Grades D&F rate	Low-Income Students	Counselor hourly compensation if needed	LCFF Supplemental	1120				\$6,250.00	304-2F		
Summer School	Grades D&F rate	Low-Income Students	Teacher and administrator salaries	General Purpose Discretionary	4310				\$60,000.00	304-2G	Extended Learning Time	A1.5: Summer Learning
Support for teachers implementing Common Core math curriculum	Grades D&F rate	Low-Income Students	Hire a math coach	General Purpose Discretionary	4310				\$75,000.00	304-2H	Teacher PD	A2.5: Teacher Professional Development for CCSS & NGSS
12th grade administrator will meet with Counselors after each marking period to review seniors on track for graduation status.	Grades D&F rate	Low-Income Students	Counselor hourly compensation if needed		1120				n/a	304-2I		
Approve independent studies for students that can qualify and benefit.	Grades D&F rate	Low-Income Students	Counselor hourly compensation if needed		1120				n/a	304-2J		
Offer B period APEX course	Grades D&F rate	Low-Income Students	Extended Contract	LCFF Supplemental	4310				\$20,000.00	304-2K	Extended Learning Time	A1.3: A-G Completion
Offer 1 A & 1 B period academic course for credit recovery.	Grades D&F rate	Low-Income Students	Extended Contracts	LCFF Supplemental	4310				\$40,000.00	304-2L	Extended Learning Time	A1.3: A-G Completion
All students will participate in a school wide transcript analysis protocol each semester.	Grades D&F rate	Low-Income Students	n/a						n/a	304-2M		
Review Independent Study policy	Grades D&F rate	Low-Income Students	n/a						n/a	304-2N		
Hire a guidance counselor to support 700 students with staying on track to graduate	Grades D&F rate	Low-Income Students	One counselor's salary	Title I Basic				1	\$89,157.63	304-2O		
Hire two teachers to meet the A-G needs of all students.	Grades D&F rate	Low-Income Students	Two teacher salaries	Title I Basic				2	\$130,000.00	304-2P		
Conferences to support parents with their efforts to support their children	Grades D&F rate	Low-Income Students	Conference fees	Title I Parent					\$2,818.69	304-2Q		
Parent lission to organize family engagement efforts	Grades D&F rate	Low-Income Students	Stipend for parent lission	Title I Parent					\$5,000.00	304-2R		

BUDGET ACTIONS & FUNDING: IMPROVEMENT PRIORITY #3 (Reduce Out of School Suspension)												
Key Practice	School Goal Indicator	Targeted LCAP Student Group	Budget Action	Budget Resource	Object Code	Position Title	UPC	FTE	Budget Amount	Budget Action Number	Title I Schoolwide Action?	Associated LCAP Strategy
9th grade families to use No Nonsense Nurturing strategies.	Suspension	Low-Income Students	No Nonsense Nurturing training						n/a	304-3A	Targeted Approaches	
9th grade families to use Student Talk Protocols to discuss challenging students.	Suspension	Low-Income Students	Hire RJ Coordinator to deliver PD for teachers.	General Purpose Discretionary					\$25,000.00	304-3B	Targeted Approaches	A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers to make COST referrals for students needing Tier II support.	Suspension	African American Students	Hourly teacher compensation if needed	LCFF Supplemental	1120				\$6,250.00	304-3C		A5.1: School Culture & Climate (Safe & Supportive Schools)
Teachers will use Restorative Justice Circle Process to create safer learning environments.	Suspension	Low-Income Students	PD for teachers						n/a	304-3D		
Academies and Small Learning Communities will implement academic case management structures.	Suspension	African American Students	Hourly teacher compensation if needed	LCFF Supplemental	1120				\$6,250.00	304-3E		A1.1: Pathway Programs
All teachers will use URF.	Suspension	African American Students	PD for teachers						n/a	304-3F		
Dean of climate and culture			A position to manage the Tier 2 discipline implementation	LCFF Supplemental	4310			1	\$75,000.00	304-3G		A5.1: School Culture & Climate (Safe & Supportive Schools)
Support students struggling with SE concerns	Suspension	Low-Income Students	Hire a Case Manager (EBAYC)	Title I Basic	4310			1	\$65,000.00	304-3H		A5.1: School Culture & Climate (Safe & Supportive Schools)
Create Restorative Justice Plan with Restorative Justice Coordinator.	Suspension	Low-Income Students	PD for teachers						n/a	304-3I		
Administrators will include PROPS in observation and support process.	Suspension	Low-Income Students	PD for teachers						n/a	304-3J		
Administrators will use a teacher talk protocol to talk with teachers who are struggling to create safe and nurturing teaching environments.	Suspension	Low-Income Students	PD for teachers						n/a	304-3K		
Use URF data from Aeries to support teachers, develop PD, and frame grade level student conversations.	Suspension	Low-Income Students	PD for teachers						n/a	304-3L		
Implement annual Discipline Matrix.	Suspension	Low-Income Students	PD for teachers						n/a	304-3M		
Implement Restorative Justice Plan school wide.	Suspension	Low-Income Students	PD for teachers						n/a	304-3N		
Meet or exceed the number of COST referrals from previous year.	Suspension	Low-Income Students	PD for staff						n/a	304-3O		
Case managers will meet with students in danger of committing a suspendable offense.	Suspension	Low-Income Students	PD for staff						n/a	304-3P		
Utilize SART process as an intervention.	Suspension	Low-Income Students	PD for staff						n/a	304-3Q		
Utilize SST process as an intervention.	Suspension	Low-Income Students	PD for staff						n/a	304-3R		
Provide teachers with opportunities to attend conferences	Suspension	Low-Income Students	Conference fees	Title I Basic					\$10,000.00	304-3S		
Positive incentives for students that are positive and productive	Suspension	Low-Income Students	Admission fees for study tours	Title I Basic					\$2,000.00	304-3T		
Positive incentives for students that are positive and productive	Suspension	Low-Income Students	Transportation for study tours	Title I Basic					\$2,000.00	304-3V		



## FOCUS SCHOOL IMPROVEMENT PLAN

Your school goals, targets, and key practices will be filled in automatically based on what you entered in your Improvement Priority #1 tab. To complete your Focus School plan, you will need to add the status of your

SCHOOL GOAL(S)
Increase reading grade level by at least 1 year every year for all students.
Increase reading grade level by 2 years for all students 2 or more grade levels behind.
Reduce SRI non-participation rate to 5% or less.
Every teacher will know and use a reading strategy in every class every day including MTT, close read, or other literacy strategies.
Increase the percentage of seniors graduating with a lexile score at 1050 or more by 4%.

SCHOOL GOAL TARGET(S):				
Indicators for School Goal(s)	Indicator Description (Proficiency, Growth and	Fall 2014 Baseline	2014-15 Target	2015-16 Target
SRI	The number of students participating will be above	1398 or 95%		98%
SRI	An increase in the number of students above grade	220 or 16%		22%
SRI	An increase in the number of students at grade	235 or 17%		23%
SRI	A decrease in the number of students 1 year below	131 or 9%		5%
	A decrease in the number of students multiple	812 or 58%		50%
Other	Percent present in walk-through data collection	25%	35%	50%

MAJOR ACADEMIC IMPROVEMENT STRATEGY
All teachers will implement AVID reading strategies including Marking The Text, Close Read, and Cornell Note Taking. Focus on accelerating the learning of Oakland High's "Waiver Watch" student group, African American students.

14-15 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY							
TEACHING PRACTICES:	Status	LEADERSHIP PRACTICES:	Status	ORGANIZATIONAL PRACTICES:	Status	CENTRAL PRACTICES:	Status
All English teachers will be consistent supporters and advocates for all SRI administrations. Encouraging all students to participate and do their best.	4. On Track	The English department will develop a SSR protocol with expectations.	5. Sustaining/ Completed	TILT develops and delivers PD explicitly for reading strategies.	4. On Track	Monthly Network Superintendent/Deputy walkthroughs	4. On Track
				Principal facilitates bi-weekly TILT	5. Sustaining/ Completed	Twice Monthly Principal Professional Learning sessions	4. On Track

All English teachers will implement SSR with all of their classes.	4. On Track	Principal will facilitate TILT meetings with agenda's focused on developing reading comprehension expectations for all departments.	5. Sustaining/ Completed			Extended Site Visits feedback 2-3 times per year	4. On Track
All teachers will implement AVID reading strategies.	2. Off Track Implementation	TILT will develop department specific implementation expectations linked to the English departments comprehensive reading comprehension plan.	2. Off Track Implementation			Leader Growth and Development System training and support	4. On Track
		The English department will develop a comprehensive reading comprehension plan.	4. On Track			Twice yearly Instructional Rounds feedback	4. On Track
						School Improvement Partner and Data Assessment Partner Support	4. On Track
						Attendance monitoring system and supports	4. On Track
						Data Summits--data inquiry and planning	4. On Track

**15-16 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY**

<b>TEACHING PRACTICES:</b>	<b>Status</b>	<b>LEADERSHIP PRACTICES:</b>	<b>Status</b>	<b>ORGANIZATIONAL PRACTICES:</b>	<b>Status</b>	<b>CENTRAL PRACTICES:</b>	<b>Status</b>
All English teachers will be consistent supporters and advocates for all SRI administrations. Encouraging all students to participate and do their best.		The English department will develop a SSR protocol with expectations.		TILT develops and delivers PD explicitly for reading strategies.		Monthly Network Superintendent/Deputy walkthroughs	
All English teachers will implement SSR with all of their classes.		Principal will create a Wednesday Professional Development schedule that supports department meetings at least once a month.		Principal facilitates bi-weekly TILT meeting.		Twice Monthly Principal Professional Learning sessions	
All English teachers will implement SSR with all of their classes.		Principal will facilitate TILT meetings with agenda's focused on developing reading comprehension expectations for all departments.				Extended Site Visits feedback 2-3 times per year	
All teachers will implement AVID reading strategies.		TILT will develop department specific implementation expectations linked to the English departments comprehensive reading comprehension plan.				Leader Growth and Development System training and support	
		The English department will develop a comprehensive reading comprehension plan.				Twice yearly Instructional Rounds feedback	
						School Improvement Partner and Data Assessment Partner Support	
						Attendance monitoring system and supports	
						Data Summits--data inquiry and planning	

**16-17 KEY PRACTICES to implement the MAJOR ACADEMIC IMPROVEMENT STRATEGY**

<b>TEACHING PRACTICES:</b>	<b>Status</b>	<b>LEADERSHIP PRACTICES:</b>	<b>Status</b>	<b>ORGANIZATIONAL PRACTICES:</b>	<b>Status</b>	<b>CENTRAL PRACTICES:</b>	<b>Status</b>
All English teachers will be consistent supporters and advocates for all SRI administrations. Encouraging all students to participate and do their best.		The English department will develop a SSR protocol with expectations.		TILT develops and delivers PD explicitly for reading strategies.		Monthly Network Superintendent/Deputy walkthroughs	
All English teachers will implement SSR with all of their classes.		Principal will create a Wednesday Professional Development schedule that supports department meetings at least once a month.		Principal facilitates bi-weekly TILT meeting.		Twice Monthly Principal Professional Learning sessions	
All English teachers will implement SSR with all of their classes.		Principal will facilitate TILT meetings with agenda's focused on developing reading comprehension expectations for all departments.				Extended Site Visits feedback 2-3 times per year	
All teachers will implement AVID reading strategies.		TILT will develop department specific implementation expectations linked to the English departments comprehensive reading comprehension plan.				Leader Growth and Development System training and support	
		The English department will develop a comprehensive reading comprehension plan.				Twice yearly Instructional Rounds feedback	
						School Improvement Partner and Data Assessment Partner Support	
						Attendance monitoring system and supports	
						Data Summits--data inquiry and planning	

Oakland High School  
Title I School Parental Involvement Policy 2014 - 2015

All Title I schools will develop a written Title I parental involvement policy with input from and distribution to all Title I parents to include a description of the means for carrying out the following Title I parental involvement requirements.

**Involvement of Parents in the Title I Program**

*Oakland High School* agrees to implement the following statutory requirements:

- Will convene an annual Title I meeting to perform the following:
  - Inform parents of their schools participation in the Title I Program.
  - Explain the requirements of the Title I Program.
  - Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  - The parents' right to participate in the development of the District's Title I Plan.
    - *Oakland High School* will promote parent involvement in their students' education by inviting parents to participate in monthly SSC, ELAC, Back-to-School, and every related meeting to student academic improvement
  
- 1) Offer a flexible number of meetings for parents. *Oakland High School* will hold a flexible number of meetings and/or home visits, paid for with Title I funding as long as these services relate to parental involvement:
  
- 2) Involve parents of Title I students in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and the Title I parent Involvement Policy.
  - Invite parents at the beginning of the year to participate in the Title I meeting.
  
- 3) Provides parents of Title I students with timely information about Title I programs.
  - *Oakland High School* will convene an annual meeting to inform parents of the following:
    - That their child's school participates in Title I
    - About the requirements of Title I
    - Of their rights to be involved
    - Of their right to participate in the development of the District's Title I Plan
    - About their school's participation in Title I
  
- Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.
  - *Oakland High School* will hold quarterly meetings to provide parents a description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress and proficiency levels students are expected to meet.
  
- Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.
  - Parents of *Oakland High School* students are meet with teachers, counselors and administration when requested.

## School-Parent Compact

*Oakland High School* has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards.

### Building Parent Capacity for Involvement

*Oakland High School* engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, and build capacity for parent involvement, it does the following:

- Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.
  - 1) The State of California's academic content standards
  - 2) The State of California's student academic achievement standards
  - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments
  - 4) Academic proficiency levels students are expected to achieve
  - 5) How to monitor their child's progress

Parents and guardians of Oakland High School students will have an opportunity to set their student's ABI account during the registration process to monitor their student's grades. Parents and guardians wanting additional information and support can request a meeting with their student's teachers and counselor.

- Provides materials and training to help Title I Program Parents work with their children to improve their children's academic achievement. *Oakland High's parent liaison will hold monthly meetings to help parents learn skills to support their students' academic achievement.*
- Educates staff, with the assistance of Title I parents, on the value of parent contributions and how to work with parents as equal partners. *Staff will participate in various parent/teacher meetings including but not limited to: Back-To-School meeting, Open House, Parent/Teacher/Student collaborative meetings, home visits, one-on-one meeting, Parent grade level meetings and report card meetings.*
- Coordinates and integrates the Title I Program Parental Involvement activities with other activities that encourage and support parents to more fully participate in the education of their children. *Oakland High School encourages parents to participate in the Parent Literacy program that focuses on empowering parents to become equal partners in educating their students.*
- Distributes to Title I Program parents, in a timely way, program information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. *Oakland High School will distribute brochures, fliers, and announcements in translated language of our students.*
- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *Oakland High School will provide the necessary support for parents to participate in regularly scheduled meetings with staff. Translation will be provided during all meetings and activities.*

## Accessibility

- Provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. *Oakland High School will distribute brochures, fliers, and announcements in translated language of our students.*


## Standing Opportunities for Parents and Guardians to get Involved

ELAC	2 <sup>nd</sup> Thursday	5:30 – 7:00	226
SSC	3 <sup>rd</sup> Thursday	5:30 – 7:00	Library
Family Night	1 <sup>st</sup> Thursday	5:30 – 7:00	Oakland High

## Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title I, Part A Programs, as evidenced by

This policy was adopted by the Oakland High School Site Council on October 23, 2014 and will be in effect for the 2014-15 School Year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community. The (*Oakland High School*) 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

  
(Principal's Signature)

11/4/14  
(Date)

## Oakland High School Compact

Our school philosophy is that families, students, and school staff should work in partnership to help each student reach his/her potential. As partners we agree to the following:

### As a student I will:

- Believe that I can learn and will learn.
- Read for at least 30 minutes, five days a week
- Come to class on time, ready to learn and with assignments completed.
- Set aside time every day to complete my homework.
- Know and follow the school and class rules.
- Follow the school's uniform dress code.
- Regularly talk to my parents and my teachers about my progress in school.
- Ask for help when I need it.

**Student signature:** \_\_\_\_\_

### As a parent/guardian or family member I will:

- Talk to my child regularly about the values of education.
- Communicate with the school when I have a concern.
- Monitor TV viewing and make sure that my child reads every day.
- Make sure that my child attends school everyday, on time, and with homework completed.
- Support the school's discipline and dress code.
- Monitor my child's progress in school
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night.
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition.
- Participate in school, home, and community-sponsored activities to meet my agreed-upon responsibility of 40 hours a year.
- Participate in shared decision making with school staff and other families for the benefit of students.
- Respect the school, staff, students, and families.

**Family member signature:** \_\_\_\_\_

### As a teacher I will:

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my student to learn.
- Teach and involve students in classes that are interesting and challenging.

- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

**Teacher signature:** \_\_\_\_\_

We make a commitment to work together to carry out this agreement.

Signed on this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_



## School Site Council Membership Roster

# Oakland High School

**School Name:** Oakland High School

**School Year** 2014-2015

<b>Chairperson :</b> Diane Johnson	<b>Vice Chairperson:</b>
<b>Secretary:</b> Joan Hawkins	<b><u>DAC Representative:</u></b> Joan Hawkins

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent /Com	Student
Matin Abdel-Qawi		X				
Darius Atkins						X
Claudia Dam						X
Amy Dellefield			X			
Rebekah Ford			X			
Tina Garcia			X			
Joan Hawkins					X	
Diane Johnson			X			
Jovita Shakelford					X	
Angela Moy						X
Ben Visnick					X	
Kaprice Wilson				X		

<b>Meeting Schedule</b>	The 3 <sup>rd</sup> Thursday of every month from August 2014 to June 2015
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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 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
6. Parent/community members cannot be employees at the site.

### Example High School Composition

1-Principal  
4-Classroom Teachers  
1-Other Staff

3-Parent /Community  
and 3 High School  
Students

**OUSD - FINANCIAL SERVICES - State & Federal Compliance**

Submit this Completed Form to your High School Network Office Manager

Contact Sheroyne Capdeville, Compliance Coordinator if you have questions regarding a high school SSC Composition