

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 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 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 Single Plan for Student Achievement (SPSA).

- Title I Schoolwide Plan
- 21st Century Learning
- Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Oakland High School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Oakland High School
CDS Code: 1612590135905
Principal: Matin Abdel-Qawi
Date of this revision: 6/6/2017

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 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: Matin Abdel-Qawi
Address: 1023 MacArthur Blvd.
Oakland, CA 94610

Position: Principal
Telephone: 510-874-3676
Email: matin.abdel-qawi@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site: 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"/> Title I Targeted Assistance Program | <input checked="" type="checkbox"/> LCFF Supplemental Grant | <input type="checkbox"/> 21st Century |
| <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> LCFF Concentration Grant | <input type="checkbox"/> School Improvement Grant (SIG) |

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- 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.
- 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.
- 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).
- 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: _____

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

- Flyers in students' home languages
 Announcement at a public meeting
 Other (notices, media announcements, etc.)

Signatures:

Matin Abdel-Qawi		<u>4/27/17</u>
School Principal	Signature	Date
Denisa Dummett		<u>4/27/17</u>
Print name of SSC Chairperson	Signature	Date
Preston Thomas		<u>5/19/17</u>
Network Superintendent	Signature	Date
Marcus Silvi		<u>5/25/17</u>
Coordinator, Office of Accountability Partners	Signature	Date



OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Oakland High School
CDS Code: 1612590135905
Principal: Matin Abdel-Qawi
Date of this revision: 5/18/2017

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 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: Matin Abdel-Qawi	Position: Principal
Address: 1023 MacArthur Blvd. Oakland, CA 94610	Telephone: 510-874-3676
	Email: matin.abdel-qawi@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$474,440.75	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$1,198,782.72	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$1,698,223.47	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$270,955.87	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$9,148.41	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$280,104.28	\$0.00

PART 1: ABOUT THE SCHOOL

1A. 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.

1B. 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.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation: 6 years

Last WASC Self-Study: 2015-16

Next Self-Study: 2021-22

School WASC Goal:

Increase in reading/writing achievement as assessed by SRI

Increase in graduation rate

Decrease in suspension rate

Increase in Algebra I success and math achievement and the development and implementation of additional assessment tools in math to reflect change to Common Core

Decrease in chronic absenteeism

Improve access and increase academic offerings for students

Associated LCAP Goal:

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	74.4% of Asian students graduated in 13-14. 81.4% of Asian female students graduated. 72.9% of all female students graduated. The percentage of students completing A-G requirements has increased for all sub groups between the 14-15 and 15-16 school years.	From the 11-12 school year to the 13-14 school year the graduation rate went from 69.7% to 76.7% to 66.1%. During the same three periods AA graduation rate dropped 8.1% and the Asian rate dropped 6%. During the same three years the Latino graduation rate increased 9.8%. 166 or 10.6% of all students failed math and english the 2nd marking period another 16.7% failed english or math. Over 28% of our students are in danger of failing one or more classes and in jeopardy of not graduating. Too many scholars fail classes in the early grades and there are few opportunities to make up credit.
Post-Secondary Readiness	28% of the 13-14 graduates graduated having met A-G requirements	The number of seniors having met the A-G requirements has decreased 8.9 % from 50.2% to 41.3% from the 11-12 to 13-14 school years. Too many scholars lack the fundamental skills like reading and writing at the high school graduate level to be successful in college. Many of our scholars also lack the SE skills to be successful in unfamiliar social settings. Additionally, many scholars lack the belief in themselves that is required to take risk and to fully apply themselves in new and challenging settings. Math: 9th Grade Algebra had 68.6% of students with a C or higher.
Climate and Culture	96% of our students have not been suspended.	48.6% of our students agree or strongly agree that O High is a supportive and inviting place for students to learn. 26.9% agree or strongly agree that 26.9% feel that O High is safe. 59.6% of students agree or strongly agree that O High informs students what would happen if they break school rules.
Rigorous Academics	42.5% of our students scored proficient on SBAC (ELA). 32.6% of our seniors had a GPA of 3.5 or higher	Between 11-12 and 14-15 an average of 29.8% of students were enrolled in 1 or more AP classes.

<p>Pathway Development</p>	<p>Pathway Development Qualitative Data: All teams meet consistently (once/week or every other week) during common planning time to work on pathway development, plan experiences for students, discuss students of concern, etc. All teams implemented some version of the Student Needs Review Protocol (and most counselors provide student grade data after each marking period) The Pathway Director team meets regularly to collaborate on creating cross-pathway policies, strategies, approaches, etc. Pathway Directors meet weekly with Pathway Coach. All pathways revised and updated their Programs of Study in a district-provided template.</p> <p>Pathway Student Performance Data: Average A-G completion rate for all pathways combined has increased from 57.4% in 13/14 65.1% in 15/16. 12th grade graduation rate for all pathway students combined has stayed fairly consistent, around 93% for the last several years (compared to about 80% for nonpathway students) Pathway students tend to perform better than nonpathway students, with pathway students earning higher percentages of earning As, Bs, and Cs, and lower instances of earning Ds and Fs. Pathway participation continues to grow. Visible progress in balancing pathway demographics over the last two years, where each demographic area is getting closer to representing the overall school (GPA, ethnicity, gender).</p>	<p>Pathway Development Qualitative Data: Developing integrated projects and pathway-themed curriculum is challenging to do during short periods of weekly collaboration time. Pathway team meeting time can be taken up with work based learning logistical challenges Attempts at teacher leadership development and adopting distributive leadership models but nothing fully developed.</p> <p>Pathway Student Performance Data: About 50% of ESA, SJR and VAAMP 10th graders are earning a D or F in their math class (at the semester). 30-40% of all pathway 10th graders are earning a D or F in their English class (at the semester). Across pathways for the last two years, students are the most off track to graduate in the area of math (highest percentage of off track across each grade). About 30% of students across pathways continue to be multiple grade levels behind in reading (SRI) for the past 2 years.</p>
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2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
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<p>Graduate Outcomes</p>	<p>Too many scholars enter high school not ready for high school. Over half of our incoming 9th graders scored at least 1 year below grade level on the EOY SRI.</p>	<p>Over 28% of our students are in danger of failing one or more classes and in jeopardy of not graduating. Too many scholars fail classes in the early grades and there are few opportunities to make up credit. Our graduation rate in 11-12 was 69.7%, in 12-13 it was 76.7%, and in 13-14 it was 66.1%. The three year average was 70%. Currently 95 or 30.2% of our current seniors are off track, 181 or 47.7% of juniors, and 184 or 43.19% of sophomores.</p>	<p>Personalized Student Support</p>
<p>Post-Secondary Readiness</p>	<p>Although we have a double digit percentage increase in the number of students that are on track to graduate in grades 9 and 10 our 11th and 12th grade students have decreased. The lack of resources during the school year and during the summer for credit recovery makes it challenging to make up credits. Although the 8 period day allows for additional credit earning opportunities the district only funds us for 6 making the implementation of the 8 period day with fidelity a challenge. Math: 50 students (16.5%) are failing their first semester math class.</p>	<p>Too many scholars lack the fundamental skills like reading and writing at the high school graduate level to be successful in college. Many of our scholars also lack the SE skills to be successful in unfamiliar social settings. Additionally, many scholars lack the belief in themselves that is required to take risk and to fully apply themselves in new and challenging settings.</p>	<p>Equity/Access/Achievement</p>

Climate and Culture	When students were asked on the CHKS survey, At my school, there is a teacher or some other adult who really cares about me - only 19.4% indicated "Very Much True" 36.3% "Pretty Much True", 34.4% "A Little True" and 10% "Not at All True." We need to develop better systems and opportunities for adults to connect with and develop meaningful relationships with all of our students.	Now that all of our students are in either a 9th grade family or a pathway we are structually set up for all of our students to be connected to an adult on campus. We're missing formal, consistent, and effective structures in all of our families and pathways that interrupt student disconnectedness which translates to poor academic performance.	Personalized Student Support
Rigorous Academics	The number of students enrolled in an AP course has decreased but we have significantly increased the number of students enrolled in Dual Enrollment.	We are struggling with the relationship between the role of advanced classes like AP and dual enrollment and our pathway model.	Building a Rigorous Academic Core: Student Conditions
Pathway Development	Building a rigorous academic core, both student and teacher conditions (rigorous, relevent, and integrated learning; collaborative learning; sharing best practice; collaboration time; professional learning)	Weekly pathway collaboration time is not sufficient to do the detailed work it takes to create integrated projects, calibrate and score student work, and then revise strategies and content for later implementation. There hasn't been a centrally offered professional development around project based learning. Three of the five pathways are still very early in their overall pathway development and have been focused on establishing other parts of their program of study. There also needs to be a certain level of team readiness to engage in this type of work; if a team is new and getting to know each other and their students, it is challenging to develop integrated curriculum that aligns with pathway theme.	Building a Rigorous Academic Core: Teacher Conditions

2C. Current Strategy Analysis

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
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Schoolwide Instructional Improvement Strategy:	Bell to bell instruction during a 90 minute period with a focus on academic discourse, checking for understanding, literacy, and classroom structures that support efficient transitions and increased instructional time	Not Yet	No	We still have too many teachers not implementing or using any of the strategies we agreed to use as a staff No evidence that our teachers will take on coaching - why not? overwhelm, not a priority/not interested, too many of us in too many different places for one thing to work for all If our goal is to build really high quality instructional practice, what will attract the different types of teachers to participate? Many teachers are struggling to get their curriculum adjusted to the 90 minute block and instruction is still teacher centered and teachers are still doing the heavy lifting.
Culture & Climate Improvement Strategy:	New and improved Tardy Reduction Policy (16-17)	Yes	Yes	there is decreased tardiness during the day but a lot of students still come to school late
Pathway Development Strategy:	Increased pathway equity consistent with the school's demographics	Yes	Yes	Need to analyze where we ended up with the 10th grade pathway equity for 16-17 to compare with previous years' work around increasing equity in pathway demographics. Intend to take short-term steps to make the process more robust for this year and develop a longer-term strategy for future years, possibly adding in a freshman seminar course to support scholars in exploring career interests and exposing them to the different pathway options in a meaningful way
Design Feature #1 (New/Emerging):	8 Period A/B Block Schedule	Yes	Yes	We are providing more opportunities for students to take accelerated courses and credit recovery in the program which is having a huge impact on overall culture and student outcomes.
Design Feature #2 (New/Emerging):	Administrative pods (AP, counselor, case manager) to support pathways.	Yes	Yes	Should we have put more resources into coaching rather than case managers? What is the role of the AP in the pathway? How do we improve distributive leadership in each pathway?
Design Feature #3 (New/Emerging):	Wall to wall pathways for 10th and 11th grade	Yes	Yes	What student supports are in place for each pathway? How can we get more aligned across pathways with a focus on being more proactive rather than reactive?
Signature Element #1 (Established):	Lifelong Learning PD starting with a four day retreat in June focused on effective strategies for teaching in a block.	Yes	No	What does it take to change the adult culture to teachers being open to coaching? How do we approach coaching going forward at The Oakland High? What incentives can we put in place to encourage teachers to engage in coaching? Our ITL will become a key lead in building out the professional development for the 9th grade team.

Signature Element #2 (Established):	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	Yes	Yes	Every year we continue to reshape how we structure the PROPS program. More teachers are distributing PROPS cards than before. More students are redeeming their PROPS cards for prizes.
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PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	Increase graduation rate of ALL students to 5% of the senior class that is enrolled at OHS by June 2020.	Graduation Rate	All Students	71.0%	76.0%	80.0%	Increase in graduation rate
Post-Secondary Readiness	70% of ALL students that graduate will meet A-G requirements by June 2020.	A-G Completion	All Students	49.0%	55.0%	60.0%	Increase in graduation rate
Climate and Culture	By June 2020, 70% of ALL students will indicate that they feel safe or very safe at OHS and 75% of all students will indicate that they have a good relationship with an adult on campus as measured by the California Healthy Kids Survey.	CHKS	All Students	44.5%	50.0%	57.0%	Decrease in chronic absenteeism
Rigorous Academics	By June 2020, the percent of students enrolled in honors, AP, and dual enrollment will increase by 10 percentage points over the 15-16 baseline.	AP Enrollment	All Students	25.1%	27.6%	30.1%	Increase in graduation rate
Pathway Development	By June 2020, 100% of students will participate in a pathway.	Pathway Participation	All Students	69.0%	77.0%	85.0%	Increase in graduation rate

PART 4: STRATEGIES

Major Improvement Strategies	1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
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<p>Schoolwide <u>Language & Literacy</u> Improvement Strategy:</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies. Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>Equity/Access/Achievement</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p>Schoolwide <u>Mathematics</u> Improvement Strategy:</p>	<p>Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>	<p>Equity/Access/Achievement</p>
<p>Culture & Climate/SEL Improvement Strategy:</p>	<p>PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.</p>	<p>Personalized Student Support</p>	<p>School Leadership & School Vision</p>
<p>Pathway Development/Implementation Strategy:</p>	<p>Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.</p>	<p>Personalized Student Support</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p>Measure N Design Features</p>		<p>1st Linked Learning Implementation Criteria</p>	<p>2nd Linked Learning Implementation Criteria</p>
<p>Measure N Design Feature #1:</p>	<p>8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.</p>	<p>Program of Study & Master Scheduling</p>	<p>Equity/Access/Achievement</p>
<p>Measure N Design Feature #2:</p>	<p>Administrative pods (AP, counselor, case manager) to support pathways and align pathway support to the administrative structure of the school.</p>	<p>Personalized Student Support</p>	<p>School Leadership & School Vision</p>

Measure N Design Feature #3:	Grow quality wall to wall pathways to include all students in grades 10-12.	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	Building a Rigorous Academic Core: Teacher Conditions	Personalized Student Support
Signature Element #2 (Established):	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	School Leadership & School Vision	Building a Rigorous Academic Core: Student Conditions
Signature Element #3 (Established):	<p>Goals</p> <p>(1) Teachers will recognize more opportunities to check for understanding and use at least 6 different strategies to check for understanding in the block.</p> <p>(2) Teachers structure and scaffold collaborative settings (groups) where students use academic language in order to make and critique claims, reasoning from a variety of sources, that they have analyzed and synthesized (ex, evaluate the credibility of). Teachers assess the rigor of these.</p> <p>(3) Teachers will become comfortable with using a variety of literacy strategies and will incorporate at least once in each lesson, with higher frequencies in humanities and lower in PE.</p> <p>(4) All teachers will incorporate time once a week to “teach” a SEL core competency</p> <p>9th: Self Awareness, Self Management 10th: Social Awareness 11th: Relationship skills 12th: Responsible decision making</p> <p>(5) Teachers will structure lesson plans with backwards mapping focusing on the most important standards and will break up time effectively to include many instructional strategies in 90 minutes (ex: Engaging Schools lesson plan template/timing)</p>	School Leadership & School Vision	Building a Rigorous Academic Core: Student Conditions

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

Schoolwide Language & Literacy Improvement Strategy:

By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.

Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.

Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.

Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
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<p>Hire a full time literacy teacher</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A3.2: Reading Intervention</p>	<p>All Students</p>
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<p>Curriculum for Tier 2 Reading Support class either Read 180 or Lightsale for students</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A3.2: Reading Intervention</p>	<p>All Students</p>

<p>Classroom library investment for 9th grade English classes to support libraries with leveled text that support improved literacy for students.</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>
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<p>Instructional Teacher Leader to provide coaching and support for PLC's to facilitate conversations and protocols for lesson study, student work protocols, to develop student literacy.</p>	<p>8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.</p>	<p>A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)</p>	<p>All Students</p>
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<p>Substitutes for teachers participating in Lesson Study</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A3.4: Teacher Professional Development focused on Literacy</p>	<p>All Students</p>
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Stipends for teachers	Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	A2.10: Extended Time for Teachers	All Students
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AVID Conference (summer 2018)

Goals (1) Teachers will recognize more opportunities to check for understanding and use at least 6 different strategies to check for understanding in the block.
(2) Teachers structure and scaffold collaborative settings (groups) where students use academic language in order to make and critique claims, reasoning from a variety of sources, that they have analyzed and synthesized (ex, evaluate the credibility of). Teachers assess the rigor of these.
(3) Teachers will become comfortable with using a variety of literacy strategies and will incorporate at least once in each lesson, with higher frequencies in humanities and lower in PE.
(4) All teachers will incorporate time once a week to “teach” a SEL core competency
9th: Self Awareness, Self Management
10th: Social Awareness
11th: Relationship skills
12th: Responsible decision making
(5) Teachers will structure lesson plans with backwards mapping focusing on the most important standards and will break up time effectively to include many instructional strategies in 90 minutes (ex: Engaging Schools lesson plan template/timing)

A3.4: Teacher Professional Development focused on Literacy

All Students

<p>.4FTE for Creative Writing 9th grade support-Teacher 1</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>
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<p>.4FTE for Creative Writing 9th grade support-Teacher 2</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>
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<p>.4FTE for Creative Writing 9th grade support-Teacher 3</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>
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<p>.4FTE for Creative Writing 9th grade support-Teacher 4</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>
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<p>.4FTE for Creative Writing 9th grade support-Teacher 5</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A3.2: Reading Intervention</p>	<p>Low-Income Students</p>
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<p>Stipends for 9th Grade PLC's to plan and support and professional development to support family engagement, lesson plan study, and plan student experiences.</p>	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>Low-Income Students</p>
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New Comer TSA Position - to New Comer and EL teachers with developing strategies to support EL students	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A4.3: Newcomer Programs	English Learners

Schoolwide Mathematics Improvement Strategy:

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Math support class class for 9th grade students (6 teachers- .2 FTE each)	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion	All Students
Instructional Teacher Leader for math to support implementation of common core	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A2.5: Teacher Professional Development for CCSS & NGSS	GATE

<p>Software for Algebra support class</p>	<p>Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.</p>	<p>A2.1: Implementation of CCSS & NGSS</p>	<p>All Students</p>
<p>Smarter Smart Boards (Epson)</p>	<p>Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.</p>	<p>A1.3: A-G Completion</p>	<p>All Students</p>

Substitutes for Lesson Study

Goals (1) Teachers will recognize more opportunities to check for understanding and use at least 6 different strategies to check for understanding in the block.
(2) Teachers structure and scaffold collaborative settings (groups) where students use academic language in order to make and critique claims, reasoning from a variety of sources, that they have analyzed and synthesized (ex, evaluate the credibility of). Teachers assess the rigor of these.
(3) Teachers will become comfortable with using a variety of literacy strategies and will incorporate at least once in each lesson, with higher frequencies in humanities and lower in PE.
(4) All teachers will incorporate time once a week to “teach” a SEL core competency
9th: Self Awareness, Self Management
10th: Social Awareness
11th: Relationship skills
12th: Responsible decision making
(5) Teachers will structure lesson plans with backwards mapping focusing on the most important standards and will break up time effectively to include many instructional strategies in 90 minutes (ex: Engaging Schools lesson plan template/timing)

A2.1:
Implementation of
CCSS & NGSS

All Students

Stipends for teachers	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A2.10: Extended Time for Teachers	All Students
Student Response System (Clicker) \$2,000/set	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A2.5: Teacher Professional Development for CCSS & NGSS	All Students
.4 FTE for 9th grade Algebra Intervention	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A2.9: Targeted School Improvement Support	Low-Income Students

.4 FTE for 9th grade Algebra Intervention	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A2.9: Targeted School Improvement Support	Low-Income Students
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Culture & Climate/SEL Improvement Strategy: *PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Restorative Justice Coordinator to provide RJ training, holds circles in classrooms, and direct services to students.	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	Students with Disabilities
Julia Deguzman contract for summer bridge support and 9th grade recruitment/transition supports.	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A1.5: Summer Learning	Low-Income Students
Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture initiative	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students

The student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate opportunities for recognition	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
Climate & Culture Team Stipends	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students

Pathway Development/Implementation Strategy: *Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Allocation to Environmental Science Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Allocation to Public Health Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Allocation to Project Lead the Way Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Allocation to Social Justice & Reform Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students

Allocation to Visual Arts & Academics Magnet Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Academy Director Release Period to Environmental Science Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Academy Director Release Period Public Health Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Academy Director Release Period Visual Arts & Academics Magnet Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Academy Director Release Period PTLW	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Academy Director Release Period SJR	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Pathway Coach to support pathway development for each pathway.	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	All Students
Additional Counselor to support a 1:1 pathway ratio of counseling services.		A1.1: Pathway Programs	Students with Disabilities
Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway..		A1.1: Pathway Programs	Foster Youth
Oakland Promise partnership for Oakland High		A1.1: Pathway Programs	All Students
Work Based Learning Liaison for each pathway		A1.1: Pathway Programs	All Students
STIP sub to support the Academy Director release time to engage in pathway planning and support.		A1.1: Pathway Programs	All Students
Two additional teaching FTE's to support implementation of the Block Schedule		A1.1: Pathway Programs	All Students
Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action

AAMA Facilitator to support the kings that are coming out of the Khephera pathway and provides schoolwide support for African American males		A2.9: Targeted School Improvement Support	African-American Males
Semester Dual Enrollment-Stipends for Teacher of Record for Courses (8 first semester and 8 second semester= 16 total)		A1.1: Pathway Programs	All Students
Dual Enrollment Stipends for After school for 2 days a week after school at the teacher rate of \$26.16 per hour for 3 DE classes		A1.1: Pathway Programs	All Students
Dual Enrollment Guided Support-Teacher Hourly for 2 classes		A1.1: Pathway Programs	All Students
Dual Enrollment Textbooks		A1.1: Pathway Programs	All Students
Dual Enrollment Coordination and stipend for coounselor		A1.1: Pathway Programs	All Students
Peralta Payment for Underenrollment		A1.1: Pathway Programs	All Students
Dual Enrollment Supply Costs		A1.1: Pathway Programs	All Students
AVID annual membership fee to support AVID strategies in all classes.		A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Send 15 teachers to AVID conference to develop AVID strategies for each teacher to support school wide strategies in each PLC		A2.5: Teacher Professional Development for CCSS & NGSS	All Students
Textbook Clerk to provide textbook distribution for classes and support the dual enrollment books for the school.		A2.9: Targeted School Improvement Support	All Students
PE Attendant to provide supervision, safety, and establish positive school culture during the PE classes		A5.2: Health and Wellness (Mental & Physical Health)	All Students
PE Attendant to provide supervision, safety, and establish positive school culture during the PE classes		A5.2: Health and Wellness (Mental & Physical Health)	All Students
Senior Clerk Typists coordinate substitutes and other administrative tasks as assigned			
Admin 1-Bilingual to serve as the registrar for the school to process transcripts and coordiante the subsitute systems for the school.			
Lifeguard that provides safety to students during mandated PE courses.			

Class size reduction of all classes to 27:1 and provide additional collaboration for teachers in the school for a total of 6.14 FTE		A1.3: A-G Completion	All Students
African American Male Achievement (AAMA) Coordinator	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A2.2: Social Emotional Learning	African-American Students

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 CA 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, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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.

School:

Oakland High School

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$10,000.00	General Purpose Discretionary	Substitutes for teachers	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A2.10: Extended Time for Teachers	1150				304-1
\$15,000.00	General Purpose Discretionary	Clerical substitutes	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	2450				304-2
\$10,000.00	General Purpose Discretionary	Textbooks	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.3: A-G Completion	4100				304-3
\$10,000.00	General Purpose Discretionary	Books other than textbooks	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion	4200				304-4
\$30,000.00	General Purpose Discretionary	Supplies	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.3: A-G Completion	4310				304-5
\$14,662.18	General Purpose Discretionary	Refreshments	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4311				304-6
\$15,000.00	General Purpose Discretionary	Paper	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.3: A-G Completion	4350				304-7

\$5,000.00	General Purpose Discretionary	Testing Materials	<p>By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.</p> <p>Tier 1 - Oakland High will provide AVID PD for all teachers to support literacy development for all students. 9th grade teachers will get direct coaching on incorporating the strategies into classroom, and having formative conversations with the PLC's around implementation. As a school, we will increase overall lexile scores for all 9th grade scholars.</p> <p>Tier 2 - Increase the number of 9th grade 120 students having Tier 2 supports in a Reading Intervention Class.</p> <p>Tier 3 - A full time LLI reading intervention teacher focused on 9th grade students reading 3rd grade or below.</p>	A1.3: A-G Completion	4375				304-8
\$5,000.00	General Purpose Discretionary	Smarter Smart Boards (Epson)	<p>Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.</p>	A1.3: A-G Completion	4410				304-9
\$5,000.00	General Purpose Discretionary	Computers	<p>Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.</p>	A1.3: A-G Completion	4420				304-10
\$40,000.00	General Purpose Discretionary	Furniture	<p>Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.</p>	A1.3: A-G Completion	4432				304-11
\$896.90	General Purpose Discretionary	Mileage reimbursement	<p>Grow quality wall to wall pathways to include all students in grades 10-12.</p>	A1.3: A-G Completion	5210				304-12
\$5,000.00	General Purpose Discretionary	AVID Conference (summer 2018)	<p>8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.</p>	A3.4: Teacher Professional Development focused on Literacy	5220				304-13
\$1,000.00	General Purpose Discretionary	AVID annual membership fee to support AVID strategies in all classes.	<p>8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.</p>	A2.5: Teacher Professional Development for CCSS & NGSS	5300				304-14

\$30,000.00	General Purpose Discretionary	Copier and equipment maintenance contracts	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5610				304-15
\$20,000.00	General Purpose Discretionary	Facility rentals	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff	5624				304-16
\$1,000.00	General Purpose Discretionary	Duplication service	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5716				304-17
\$4,000.00	General Purpose Discretionary	Maintenance work orders	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5720				304-18
\$10,000.00	General Purpose Discretionary	Postage	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	A3.3: Family Engagement focused on Literacy Development	5724				304-19
\$3,000.00	General Purpose Discretionary	Food services	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5758				304-20
\$15,000.00	General Purpose Discretionary	Software for Algebra support class	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A2.1: Implementation of CCSS & NGSS	5846				304-21

\$2,500.00	General Purpose Discretionary	Postage	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5910				304-22
\$27,717.40	General Purpose Discretionary	Lifeguard that provides safety to students during mandated PE courses.	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A5.2: Health and Wellness (Mental & Physical Health)		LIFEGU	LIFEGU0003	1.00	304-23
\$38,664.79	General Purpose Discretionary	PE Attendant to provide supervision, safety, and establish positive school culture during the PE classes	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A5.2: Health and Wellness (Mental & Physical Health)		PEATTN	PEATTN0005	1.00	304-24
\$39,378.13	General Purpose Discretionary	PE Attendant to provide supervision, safety, and establish positive school culture during the PE classes	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A5.2: Health and Wellness (Mental & Physical Health)		PEATTN	PEATTN0020	1.00	304-25
\$57,906.92	General Purpose Discretionary	Textbook Clerk to provide textbook distribution for classes and support the dual enrollment books for the school.	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.3: A-G Completion		TXTCLK	TXTCLK0020	1.00	304-26
\$58,714.43	General Purpose Discretionary	Admin 1-Bilingual to serve as the registrar for the school to process transcripts and coordinate the substitute systems for the school.	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, and lunch with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)		CLKTSR	CLKTSR0053	1.00	304-27
\$25,000.00	LCFF Concentration	Supplies to support academic acceleration	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.3: A-G Completion	4310				304-28
\$25,000.00	LCFF Supplemental	Stipends for teachers	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A2.10: Extended Time for Teachers	1120				304-29
\$10,000.00	LCFF Supplemental	Substitutes for teachers participating in Lesson Study	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A3.4: Teacher Professional Development focused on Literacy	1150				304-30
\$10,000.00	LCFF Supplemental	Books other than textbooks to support academic acceleration	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.3: A-G Completion	4200				304-31
\$20,000.00	LCFF Supplemental	Supplies to support academic acceleration	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.3: A-G Completion	4310				304-32
\$15,515.44	LCFF Supplemental	Computers to support academic acceleration	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion	4420				304-33

\$98,744.00	LCFF Supplemental	Counselor	Administrative pods (AP, counselor, case manager) to support pathways and align pathway support to the administrative structure of the school.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5732					304-34
\$46,182.00	LCFF Supplemental	African American Male Achievement Manhood Development Coordinator	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5733					304-35
\$25,000.00	LCFF Supplemental	Restorative Justice Coordinator to provide RJ training, holds circles in classrooms, and direct services to students.	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5736					304-36
\$78,595.00	LCFF Supplemental	IT Computer Tech	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.	A1.1: Pathway Programs	5737					304-37
\$5,259.88	LCFF Supplemental	Reading specialist	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.	A3.2: Reading Intervention		K12TCH	K12TCH1103	0.09		304-38
\$17,019.32	LCFF Supplemental	Biology	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		K12TCH	K12TCH0140	0.30		304-39
\$18,721.25	LCFF Supplemental	Biology	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		K12TCH	K12TCH2329	0.33		304-40
\$19,611.79	LCFF Supplemental	Math	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion		K12TCH	K12TCH1200	0.30		304-41
\$19,928.44	LCFF Supplemental	Math	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion		K12TCH	K12TCH2314	0.33		304-42

\$20,491.29	LCFF Supplemental	Science	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		K12TCH	K12TCH0852	0.30	304-43
\$21,045.04	LCFF Supplemental	Math	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion		K12TCH	K12TCH2503	0.33	304-44
\$21,214.56	LCFF Supplemental	World language teacher to support ELs and other students	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A4.1: English Learner Reclassification		K12TCH	K12TCH2107	0.33	304-45
\$21,861.76	LCFF Supplemental	PE teacher to provide release time for teachers to prep and plan	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		K12TCH	K12TCH0001	0.34	304-46
\$22,340.21	LCFF Supplemental	Art to provide release time for teachers to prep and plan	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		K12TCH	K12TCH0661	0.30	304-47
\$23,151.17	LCFF Supplemental	Science	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		K12TCH	K12TCH2497	0.33	304-48
\$23,616.14	LCFF Supplemental	Art to provide release time for teachers to prep and plan	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		K12TCH	K12TCH1124	0.33	304-49
\$24,557.64	LCFF Supplemental	Math	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion		K12TCH	K12TCH1308	0.33	304-50
\$26,487.50	LCFF Supplemental	Math	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion		K12TCH	K12TCH1675	0.33	304-51
\$26,535.63	LCFF Supplemental	English	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.	A1.3: A-G Completion		K12TCH	K12TCH0335	0.38	304-52

\$44,657.62	LCFF Supplemental	Social Studies	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		K12TCH	K12TCH9999	0.50	304-53
\$44,657.62	LCFF Supplemental	Computer science	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs		K12TCH	K12TCH9999	0.50	304-54
\$44,669.41	LCFF Supplemental	Science	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs		K12TCH	K12TCH2578	0.50	304-55
\$57,206.03	LCFF Supplemental	PE teacher to provide release time for teachers to prep and plan	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.3: A-G Completion		C11TSA	C11TSA9999	0.55	304-56
\$12,800.00	Measure G: TGDS	Stipends for extended time for teachers	Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	A2.6: Teacher Evaluation	1120				304-57
\$54.17	Measure G: TGDS	Materials and supplies to support TGDS	Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	A1.3: A-G Completion	4300				304-58
\$43,780.10	Measure G: TGDS	Instructional Teacher Leader to provide coaching and support for PLC's to facilitate conversations and protocols for lesson study, student work protocols, to develop student literacy.	Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	A2.4: Teacher Recruitment & Retention (including culturally responsive & bilingual)		TCSTIP	TCSTIP0683	1.00	304-59
\$44,519.39	Measure G: TGDS	instructional Teacher Leader to provide coaching and support for PLC's to facilitate conversations and protocols for lesson study, student work protocols, to develop student literacy.	Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	A2.5: Teacher Professional Development for CCSS & NGSS		TCSTIP	TCSTIP0684	1.00	304-60
\$1,000.00	Measure N	Surplus to be allocated to CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399				304-61
\$1,000.00	Measure N	Surplus to be allocated to Dual Enrollment Coordination and stipend for counselor	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-62
\$2,500.00	Measure N	Surplus to be allocated to Peralta Payment for Underenrollment	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-63
\$3,000.00	Measure N	Surplus to be allocated to Climate & Culture Team Stipends	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399				304-64
\$5,000.00	Measure N	Surplus to be allocated to Dual Enrollment Supply Costs	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-65

\$5,400.00	Measure N	Surplus to be allocated to Dual Enrollment Guided Support-Teacher Hourly for 2 classes	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-66
\$8,000.00	Measure N	Surplus to be allocated to Semester Dual Enrollment-Stipends for Teacher of Record for Courses (8 first semester and 8 second semester= 16 total)	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-67
\$20,000.00	Measure N	Surplus to be allocated to Julia Deguzman contract for summer bridge support and 9th grade recruitment/transition supports.	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, h with the principal for students.	A1.5: Summer Learning	4399				304-68
\$20,000.00	Measure N	Surplus to be allocated to Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture intitive	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, h with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399				304-69
\$20,000.00	Measure N	Surplus to be allocated to the student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate oppotunities for recognition	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, h with the principal for students.	A5.1: School Culture & Climate (Safe & Supportive Schools)	4399				304-70
\$25,000.00	Measure N	Surplus to be allocated to Dual Enrollment Textbooks	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs	4399				304-71
\$32,400.00	Measure N	Allocation to Social Justice & Reform Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-72
\$43,200.00	Measure N	Allocation to Environmental Science Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-73
\$43,200.00	Measure N	Allocation to Public Health Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-74
\$43,200.00	Measure N	Allocation to Project Lead the Way Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-75
\$43,200.00	Measure N	Allocation to Visual Arts & Academics Magnet Pathway	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs	4399				304-76
\$46,182.00	Measure N	AAMA Facilitator to support the kings that are coming out of the Khephera pathway and provides schoolwide support for African American males	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, h with the principal for students.	A2.9: Targeted School Improvement Support					304-77
\$63,567.50	Measure N	Pathway Coach to support pathway development for each pathway.	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs					304-78

\$80,000.00	Measure N	Oakland Promise partnership for Oakland High	Pathways will develop a consistent student intervention protocol and a structured process for follow up that better supports students in need. Ideally this would be a common protocol that all pathways implement, generating consistency across the school. Pathways will participate in Project Based Learning professional development in June 2017 and continue that work around creating performance tasks aligned to pathway theme that integrates CTE and content area subject matter throughout the 17-18 school year.	A1.1: Pathway Programs						304-79
\$95,251.17	Measure N	Surplus to be allocated in Fall 2017.	n/a	n/a	4399					304-80
\$15,601.64	Measure N	Academy Director Release Period	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs		C11TSA	C11TSA9999	0.15		304-81
\$29,523.60	Measure N	Academy Director Release Period	Grow quality wall to wall pathways to include all students in grades 10-12.			C11TSA	C11TSA0309	0.25		304-82
\$42,437.53	Measure N	English teacher	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.			K12TCH	K12TCH0001	0.66		304-83
\$51,414.96	Measure N	STIP sub to support the Academy Director release time to engage in pathway planning and support.	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs		TCSTIP	TCSTIP9999	1.00		304-84
\$56,731.05	Measure N	Social studies teacher	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs		K12TCH	K12TCH2550	1.00		304-85
\$63,547.26	Measure N	Science teacher	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs		K12TCH	K12TCH2214	1.00		304-86
\$66,216.39	Measure N	Science teacher	Grow quality wall to wall pathways to include all students in grades 10-12.	A1.1: Pathway Programs		K12TCH	K12TCH2532	1.00		304-87
\$68,155.62	Measure N	PE teacher to provide release time for teachers to prep and plan	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.3: A-G Completion		K12TCH	K12TCH2377	1.00		304-88
\$68,643.03	Measure N	English teacher	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.	A1.3: A-G Completion		K12TCH	K12TCH0966	1.00		304-89

\$69,343.25	Measure N	Science teacher	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		24CSEM	24CSEM0009	1.00	304-90
\$72,242.70	Measure N	Computer science	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.1: Pathway Programs		K12TCH	K12TCH0207	1.00	304-91
\$85,884.09	Measure N	Additional Counselor to support a 1:1 pathway ratio of counseling services.	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A1.1: Pathway Programs		STLNWL	STLNWL0001	1.00	304-92
\$126,325.70	Measure N	Additional AP to support a 1:1 pathway ratio of administrative supports for each pathway..	Administrative pods (AP, counselor, case manager) to support pathways and align pathway support to the administrative structure of the school.	A1.1: Pathway Programs		10APRH	10APRH0010	1.00	304-93
\$739.67	Supplemental Program Investment	Books other than textbooks	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.	A1.3: A-G Completion	4200				304-94
\$57.04	Supplemental Program Investment	Supplies	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, with the principal for students.	A1.3: A-G Completion	4310				304-95
\$120,000.00	Supplemental Program Investment	Community schools manager	Create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.	A5.1: School Culture & Climate (Safe & Supportive Schools)	5825				304-96
\$31,203.29	Supplemental Program Investment	Reading specialist	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.	A3.2: Reading Intervention		C11TSA	C11TSA9999	0.30	304-97
\$10,000.00	Title I Basic	Stipends for extended time for teachers for 9th grade professional learning communities	Building on the quality of the PLC structures of the school to improve the instructional core and provide more supports for teachers.	A2.10: Extended Time for Teachers	1120				304-98
\$2,780.35	Title I Basic	Dual enrollment books	8 Period A/B Block Schedule to provide more credit recovery, enrichment, dual enrollment and deeper exploration of Common Core Standards in classes.	A1.3: A-G Completion	4200				304-99

\$10,000.00	Title I Basic	AV Equipment	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, h with the principal for students.	A1.3: A-G Completion	4474					304-100
\$20,127.96	Title I Basic	English	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.	A1.3: A-G Completion		K12TCH	K12TCH2033	0.20		304-101
\$23,377.24	Title I Basic	Math	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion		K12TCH	K12TCH1103	0.40		304-102
\$31,145.74	Title I Basic	Math	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A1.3: A-G Completion		K12TCH	K12TCH2189	0.40		304-103
\$34,075.00	Title I Basic	English	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.	A1.3: A-G Completion		K12TCH	K12TCH2152	0.40		304-104
\$44,198.08	Title I Basic	.4 FTE for 9th grade Algebra Intervention	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0571	0.40		304-105

\$46,723.36	Title I Basic	.4 FTE for 9th grade Algebra Intervention	Every student in every math class will: be doing mathematics, demonstrate, model, and explain their solutions to their classmates, work together collaboratively, are excited about learning, persevere and are willing to make mistakes, are doing the critical thinking and heavy-lifting in class.	A2.9: Targeted School Improvement Support		K12TCH	K12TCH0118	0.40	304-106
\$48,528.14	Title I Basic	English	By focusing on grade students with a comprehensive MTSS for students, we will be able to dramatically increase student lexile scores so that 100 more students are reading 2 grade levels higher. We are going to internally develop our own professional learning experiences for teachers, learning walks, and peer observation. The ITL will lead the PLC's in the 9th grade and then coach teachers to support the Tier 1 literacy strategies.	A1.3: A-G Completion		K12TCH	K12TCH2215	0.60	304-107
\$9,148.41	Title I Parent Participation	Conferences for parents to learn how to better advocate for their students	PROPS 4.0 will feature the new and improved strategies: Tardy Sweep every day every period with the goal of fewer than 10 tardies every period; student incentive program with student identified incentives, and a monthly breakfast with the principal for parents and community, h with the principal for students.	A6.1: Parent / Guardian Leadership Development	5220				304-108

Oakland High School Compact

2016 – 2017

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 ____

Oakland High School
Title I School Parental Involvement Policy 2016 - 2017

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 nd Thursday	5:30 – 7:00	226
SSC	3 rd Thursday	5:30 – 7:00	Library

Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A Programs, as evidenced by

This policy was adopted by the Oakland High School Site Council on March 16, 2017 and will be in effect for the 2016-17 School Year. The school will distribute this policy to all parents of participating Title 1, 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)

3/16/17
(Date)



School Site Council Membership Roster – High School

School Name: Oakland High School Year: 2016-2017

Chairperson : Denisa Dummett	Vice Chairperson: Akilah Ocana
Secretary: Vu Nguyen	LCAP Parent Advisory Nominee:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Members' Phone and Email (if not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Matin Abdel-Qawi		X				
Janis Falco			X			
Diana Johnson			X			
Vu Nguyen			X			
Koleyna Kohler			X			
Percy Foster				X		
Denisa Dummett					X	
Akilah Ocana					X	
Lisa Lulu					X	
Ann Tran						X
Gabrielle Henry						X
Kiara Bree						X

Meeting Schedule (day/month/time)	3rd Thursday of every month
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SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. 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 to be members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom
Teachers
1-Other Staff
AND
3-Parent

Revised 8/22/2016