

PROPOSED 2019-20 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>	<i>Resource</i>	<i>Allocation</i>	<i>Total Expended</i>	<i>Total Remaining</i>
21st Century Community Learning Centers	\$214,789.60	\$214,789.60	\$0.00	Low-Performing Students Block Grant (LPSBG)	\$11,957.00	\$0.00	\$11,957.00
After School Education & Safety (ASES)	\$0.00	\$0.00	\$0.00	Comprehensive Support & Improvement (CSI) Grant	\$0.00	\$0.00	\$0.00
General Purpose Discretionary	\$328,600.00	\$546,600.00	-\$218,000.00	Measure G	\$30,373.00	\$20,018.00	\$10,355.00
LCFF Supplemental	\$1,107,886.00	\$1,140,401.02	-\$32,515.02	Measure N	\$1,370,200.00	\$1,370,200.00	\$0.00
LCFF Concentration	\$25,000.00	\$5,000.00	\$20,000.00	Measure G1	\$0.00	\$0.00	\$0.00
Title I: Basic	\$418,266.66	\$416,007.63	\$2,259.03	Perkins	\$0.00	\$0.00	\$0.00
Title I: Parent Participation	\$8,012.96	\$15,249.83	-\$7,236.87	California Partnership Academy	\$0.00	\$0.00	\$0.00

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Invite former internship program participants to share their experience with studnets during classroom presentations.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-1
		11th grade teachers provide class time for students complete a resume, interview preparation, and mock interviews with industry partners and Oakland High Alumni.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-2
		Coordinate with computer science teachers & OUSD high school computer science coordinator to develop and maintain an Oakland High Student Opportunities website featuring internship, employment, community service, and project based learning opportunities for students.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-3
		Invite internship host to present internship opportunities	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-4

		2 Additional Case Managers to complete student support team for 9th grade families and Academies	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-5
		1.5 FTE for Counselor services to ensure each pathway has dedicated counseling supports for each pathwa	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-6
		Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-7
		Contract to coordinate and provide of After School Program services that includes academic support, enrichment programs, and internships.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-8
		Future Center and Senior Seminar teachers (including Newcomer Senior Seminar) & AAMA class to collaborate on timeline of activities and assignments to support Seniors with applying to college, financial aid completion, and matriculation towards college enrollment.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-9
		Oakland Promise contract with EBCF to support persistence services and outreach for students.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-10
		The Wellness Center provides support and resources for students with disability through the COST team. There are close to 15 on site organizations that provides a service through SHOP 55 Wellness Center, and additional off-site organizations with a developed a referral system.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-11

		The Wellness Center provides support and resources for homeless youth through the COST team. There are close to 15 on site organizations that provides a service through SHOP 55 Wellness Center, and additional off-site organizations with a developed a referral system.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-12
		The Wellness Center provides support and resources for foster youth through the COST team. There are close to 15 on site organizations that provides a service through SHOP 55 Wellness Center, and additional off-site organizations with a developed a referral system.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-13
		The Wellness Center provides support and resources for economically disadvantage youth through the COST team. There are close to 15 on site organizations that provides a service through SHOP 55 Wellness Center, and additional off-site organizations with a developed a referral system.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-14
		2 Full time CAMP Mentors to provide cross age mentoring program by co-facilitating 2 class section on master schedule for 9th grade students who come into OHS not high school ready.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-15
		Participation in CORE Disticts - Freshmen Success Team to get consultation on how to get more students on-track for high school graduation and beyond	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-16
\$0.00		We will continue to create the least restrictive environment for all scholars with IEPs. The SPED teachers and the Paras will continue to push into general ed classes in addition to staffing the Learning Center.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-17

\$0.00		Partner with the ELLMA office to provide PD with a focus on LTEL strategies for the entire staff in the fall.	Language & Literacy			Enter object code at left.		Enter position number at left.		304-18
\$0.00		Offer courses that reflect specific need to ELL subgroups - SIFE students , Newcomers who transition to an academy	Language & Literacy	Goal 4: English Learners are reaching fluency.		Enter object code at left.		Enter position number at left.		304-19
\$0.00		WBLL coordinate Work Based Learning activities (guest speakers, application support, resume development, etc.) with African American Male Achievement and Latino Men & Boys facilitators for Latino and African American Male students	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-20
\$0.00		Invite employers and job training programs to present employment opportunities (target seniors entering the workforce immediately after graduation)	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-21
\$1,000.00		CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-22
\$5,000.00		Funds to support Seniors with fees related to college applications (i.e. applying and sending SAT scores)	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-23
\$18,000.00		DCAC Counselor to help manage work plan, communication, and support with college readiness activities. This will help maximize the efforts of the college service providers.	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-24
\$45,982.00		AAMA Facilitator to support the kings and provides schoolwide support for African American males	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	1.00	304-25
\$115,000.00		Maintain a full-time PBL/ELA coach to support instructional practice that support all students	Language & Literacy	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-26

\$232,341.96		3 Case Managers to complete student support team for 9th grade families and Academies	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.	3.00	304-27
		Offer summer PD for teachers on PBL and how to incorporate text complexity and non-fiction reading strategies	Language & Literacy	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		Enter position number at left.		304-28
		We are shifting our PD focus to PBL. We're launching this with a 3 - 5 day PD May 3rd to May 7. Integrated, cross curricular, subject a like projects will incorporate the instructional goals we've focused on in previous years. Teachers will be compensated for participating. Teachers will also be compensated for the completion of projects. Stipends	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-29
\$4,915.92	21st Century Community Learning Centers	Teacher Stipends to pay teachers that work during the after school program by conducting tutoring sessions and SE support for students	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-30
\$25,129.44	21st Century Community Learning Centers	Classified Stipends to pay staff to run after school study halls and enrichment programs	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	2220	Classified Support Salaries: Stipends		Enter position number at left.		304-31
\$184,744.24	21st Century Community Learning Centers	Contract to coordinate and provide of After School Program services that includes academic support, enrichment programs, and internships.	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4399	Surplus		Enter position number at left.		304-32
	General Purpose Discretionary	The 10th-12th grade ELA teachers will meet once a month as a PLC to vertically align the Senior Project.	Language & Literacy	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-33
\$5,000.00	General Purpose Discretionary	Senior incentives for completing college matriculation steps (i.e. prom tickets, college paraphernalia, college dorm kit, and school supplies)	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		304-34
\$5,000.00	General Purpose Discretionary	School wide community building (Field Day). Organized by students on Culture and Climate Team.	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-35

\$8,000.00	General Purpose Discretionary	Incentives for students attached to tier 2 and 3 interventions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-36
\$20,000.00	General Purpose Discretionary	Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture initiative	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-37
\$20,000.00	General Purpose Discretionary	The student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate opportunities for recognition	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-38
\$45,000.00	General Purpose Discretionary	Maintain a full-time STIP sub to provide release time for peer observation, collaboration, coaching conversations, etc.	Language & Literacy	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-39
\$90,000.00	General Purpose Discretionary	Work Based Learning Liaison to support all of the actions listed below.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.	28110	Enter position number at left.	1.00	304-40
\$40,223.06	General Purpose Discretionary	Lifeguard			2205	Classified Support Salaries	4445	Lifeguard		304-41
\$42,209.77	General Purpose Discretionary	PE Attendant			2205	Classified Support Salaries	1522	PE Attendant		304-42
\$43,302.01	General Purpose Discretionary	PE Attendant			2205	Classified Support Salaries	547	PE Attendant		304-43
\$23,964.00	General Purpose Discretionary	School Treasurer			2405	Clerical Salaries	301	School Treasurer		304-44
\$52,227.29	General Purpose Discretionary	Textbook Clerk			2405	Clerical Salaries	233	Textbook Clerk		304-45
\$8,620.00	General Purpose Discretionary	Copier Paper	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4301	Copier Paper		Enter position number at left.		304-46
\$7,000.00	General Purpose Discretionary	Copier Supplies	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4302	Copier Supplies		Enter position number at left.		304-47
\$9,380.00	General Purpose Discretionary	Classroom Supplies	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4304	Classroom Supplies		Enter position number at left.		304-48

\$27,000.00	General Purpose Discretionary	School office Supplies to support the development and implementation of lessons in all classes	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		304-49
\$6,000.00	General Purpose Discretionary	Meeting Refreshments	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	4311	Meeting Refreshments		Enter position number at left.		304-50
\$8,000.00	General Purpose Discretionary	I.D. Badges for all students to help with creating a safe learning environment on campus	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4340	I.D. Badges		Enter position number at left.		304-51
\$15,000.00	General Purpose Discretionary	Paper for teachers to use to make current information available for students because textbooks are old and are not Common Core aligned	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4350	Paper		Enter position number at left.		304-52
\$200.00	General Purpose Discretionary	Periodicals to supplement the core curriculum	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4352	Periodicals		Enter position number at left.		304-53
\$5,000.00	General Purpose Discretionary	Equipment to support scholars' ability to access and engage in the core curriculum	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	4410	Equipment < \$5,000		Enter position number at left.		304-54
\$5,173.87	General Purpose Discretionary	Furniture for classrooms that haven't had new furniture in nearly 20 years		Goal 5: Students are engaged in school every day.	4432	Furniture < \$5,000		Enter position number at left.		304-55
\$5,000.00	General Purpose Discretionary	Audio Visual Equip for teachers to make information available for students		Goal 5: Students are engaged in school every day.	4474	Audio Visual Equip < \$5,000		Enter position number at left.		304-56
\$500.00	General Purpose Discretionary	Mileage to reimburse staff for using their car to conduct school business		Goal 5: Students are engaged in school every day.	5210	Mileage/Personal Expenses Reimbursement		Enter position number at left.		304-57
\$5,000.00	General Purpose Discretionary	Dues for membership to various online platform that offer academic support for at risk students		Goal 3: Students are reading at or above grade level.	5300	Dues & Memberships		Enter position number at left.		304-58
\$31,000.00	General Purpose Discretionary	Equipment Maintenance for leased copy machine			5610	Equip Maintenance Agreemt		Enter position number at left.		304-59
\$3,400.00	General Purpose Discretionary	Repairs Cont to service machines on campus			5675	Repairs Cont - Equip Other		Enter position number at left.		304-60

\$2,000.00	General Purpose Discretionary	Duplication			5716	Duplication Service		Enter position number at left.		304-61
\$6,000.00	General Purpose Discretionary	Maintenance Work Orders			5720	Maintenance Work Orders		Enter position number at left.		304-62
\$5,000.00	General Purpose Discretionary	Postage for communication to families			5724	Mail Services/Postage		Enter position number at left.		304-63
\$2,400.00	General Purpose Discretionary	Postage for communication to families			5910	Postage		Enter position number at left.		304-64
\$5,000.00	LCFF Concentration	Offer summer PD/retreat for newcomer ELD teachers to vertically align the Senior Project	Language & Literacy	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-65
\$10,000.00	LCFF Supplemental	Send 12 English teachers to asilomar 68 October 4 to 6th. To learn new methods of thinking, ordering the classroom and encouraging students to write	Language & Literacy	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		304-66
\$20,000.00	LCFF Supplemental	Continue investing in leveled classroom libraries to assist low-performing students.	Language & Literacy	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		304-67
\$13,946.25	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-68
\$14,640.46	LCFF Supplemental	Additional Harvard Teacher Fellow to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-69
\$14,656.96	LCFF Supplemental	Additional Harvard Teacher Fellow to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-70
\$22,123.02	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-71
\$24,019.31	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-72
\$28,224.02	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-73
\$33,351.73	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-74
\$34,697.64	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-75

\$45,394.23	LCFF Supplemental	STIP Sub to cover teacher classes when teachers are participating in PD, classroom observations, and meeting to discuss students and plan curriculum			1105	Certificated Teachers' Salaries	102	STIP Teacher		304-76
\$45,394.23	LCFF Supplemental	STIP Sub to cover teacher classes when teachers are participating in PD, classroom observations, and meeting to discuss students and plan curriculum			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-77
\$46,719.96	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-78
\$59,612.42	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-79
\$62,851.28	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-80
\$66,557.09	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-81
\$66,850.04	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-82
\$70,851.68	LCFF Supplemental	Additional Teacher to Support the 8-Period Day			1105	Certificated Teachers' Salaries	?	Enter position number at left.		304-83
\$69,506.36	LCFF Supplemental	12-Month TSA for ELA Intervention to support teachers with the development and implementation of curriculum and interventions to support students at risk of failing.			1119	Certificated Teachers on Special Assignment Salaries	?	Enter position number at left.		304-84
\$15,644.48	LCFF Supplemental	Extended Contracts for PD for teachers to participate in learning communities to support their growth as educators		Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-85
\$10,000.00	LCFF Supplemental	Books other than textbooks to support reading intervention		Goal 2: Students are proficient in state academic standards.	4200	Books other than Textbooks		Enter position number at left.		304-86

\$3,000.00	LCFF Supplemental	Fees for free and reduced lunch students to take the advanced placement exam.	Rigorous Academics	Goal 1: Graduates are college and career ready.	4310	School Office Supplies		Enter position number at left.		304-87
\$65,798.86	LCFF Supplemental	School office Supplies			4310	School Office Supplies		Enter position number at left.		304-88
\$5,000.00	LCFF Supplemental	Computer supplies to support intervention and acceleration			4315	Computer Supplies		Enter position number at left.		304-89
\$39,899.00	LCFF Supplemental	Fall Revisions-Potential Reductions for Budget Adjustment			4397	Fall Revisions		Enter position number at left.		304-90
\$18,000.00	LCFF Supplemental	Computers to support intervention and acceleration			4420	Computer < \$5,000		Enter position number at left.		304-91
\$10,000.00	LCFF Supplemental	Conference expenses for professional development to support academic acceleration or English Language Learners			5220	Conference Expense		Enter position number at left.		304-92
\$3,000.00	LCFF Supplemental	Dues			5300	Dues & Memberships		Enter position number at left.		304-93
\$45,982.00	LCFF Supplemental	Manhood Development Teacher			5733	Manhood Development Program, AAMA Facilitator		Enter position number at left.		304-94
\$100,280.00	LCFF Supplemental	Computer Tech			5737	IT Computer Tech		Enter position number at left.		304-95
\$40,000.00	LCFF Supplemental	Central Consultants			5825	Consultants		Enter position number at left.		304-96
\$29,000.00	LCFF Supplemental	External Work Orders			5826	External Work Order Services		Enter position number at left.		304-97
\$1,500.00	LCFF Supplemental	Admission Fees			5829	Admission Fees		Enter position number at left.		304-98
\$1,500.00	LCFF Supplemental	Licensing Agreements			5846	Licensing Agreements		Enter position number at left.		304-99
\$2,400.00	LCFF Supplemental	Licensing Agreements			5846	Licensing Agreements		Enter position number at left.		304-100
\$20,018.00	Measure G	Library Furniture to create a 21st century learning space for teachers and their nstudents to utilize the space effectively.		Goal 5: Students are engaged in school every day.	4432	Furniture < \$5,000		Enter position number at left.		304-101
	Measure N	Coordinate 9th grade career day event	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-102

\$0.00	Measure N	GATE students will be given the opportunity to attend workshops in the Future Center designed to identify their interest and then we will create opportunities to explore them	Rigorous Academics	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-103
\$0.00	Measure N	Coordinate visit to Job Corps. Transportation to Job Corps	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-104
\$0.00	Measure N	Support 2019 & 2020 graduates transition into the workforce. Funds to purchase Bus & BART tickets for recent graduates to get to job interviews, job fairs, and work shifts.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-105
\$1,000.00	Measure N	Counselor Intern to align to each of the Linked Learning Pathways		Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-106
\$1,000.00	Measure N	Coordinate Job Fair for seniors who want to enter the workforce immediately after high school. Funds to order food for community partners tabling at the job fair & student participants and rent tables & chairs.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-107
\$1,000.00	Measure N	Host monthly workshops to provide application, resume, cover letter, and mock interview support. Services lead by pathway partners, Oakland High Alumni, school community partners, and parents. Funds will be to order food for volunteers and student workshop participants.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-108
\$1,500.00	Measure N	Host onsite Summer Expo for community partners to share summer jobs, internships, college access, and leadership program opportunities with students. Funds will be to order food for community organizations tabling at the expo and rent tables & chairs.	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-109

\$3,000.00	Measure N	Climate & Culture Team Stipends	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-110
\$7,000.00	Measure N	Stipends for 9th grade teacher leads to develop and assess strategies of how to support 9th grade students that are not high school ready and off-track for high school graduation	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		304-111
\$14,905.24	Measure N	TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.		Enter object code at left.	1588	Teacher Department Head		304-112
\$15,000.00	Measure N	TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.						304-113
\$15,098.03	Measure N	TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-114
\$15,901.61	Measure N	TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.		Enter object code at left.	2840	Teacher Department Head		304-115

\$16,895.66	Measure N	TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-116
\$16,895.90	Measure N	TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-117
\$20,000.00	Measure N	Continue investing in leveled classroom libraries for all 9th grade ELA classes.	Language & Literacy	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		304-118
\$24,000.00	Measure N	Allocation to VAAMP for Pathway Development		Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-119
\$24,000.00	Measure N	Allocation to ESA for Pathway Development to develop 4 pillars within the pathway.		Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-120
\$24,000.00	Measure N	Allocation to PHA for Pathway Development to develop 4 pillars within the pathway.		Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-121
\$24,000.00	Measure N	Allocation to LSJ for Pathway Development to develop 4 pillars within the pathway.		Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-122
\$39,000.00	Measure N	Pay ECCCO teacher salaries summer 2020 (3 teachers at \$13,000 per teacher)	Work-Based Learning	Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-123
\$40,000.00	Measure N	Allocation to PLTW for Pathway Development to develop 4 pillars within the pathway.		Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-124
\$40,000.00	Measure N	Allocation to RISE for Pathway Development to develop 4 pillars within the pathway.		Goal 1: Graduates are college and career ready.		Enter object code at left.		Enter position number at left.		304-125

\$50,000.00	Measure N	9th Grade Family budget to support community building and transition into high school and each family \$10,000 per family		Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		304-126
\$12,000.00	Measure N	ECCO summer internship teacher (\$4000 per teachers x 3)		Goal 5: Students are engaged in school every day.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-127
\$40,000.00	Measure N	9th Grade Bridge to support the transition of students from middle school into 9th grade. Including teacher stipends, field trips, supplies and additional costs for running the summer program.		Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-128
\$40,000.00	Measure N	Summer Credit Recovery program and associated costs to give students an opportunity to earn credits towards graduation and stay on track for graduation.		Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-129
\$122,883.41	Measure N	Stipends for teachers to develop project based learning units aligned to pathways		Goal 2: Students are proficient in state academic standards.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		304-130
\$145,496.54	Measure N	Assistant Principal to align to pathway Pod structure to support Linked Learning pathway development		Goal 5: Students are engaged in school every day.	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3577	Assistant Principal, High School		304-131
\$65,629.98	Measure N	Pathway Coach to support Linked Learning Pathway development by meeting with academy directors to co-create pathway meeting agendas, connect pathways to resources, confer on program of study		Goal 1: Graduates are college and career ready.	2305	Classified Supervisors' and Administrators' Salaries	3513	Coach College/Career Pathways		304-132
\$83,571.97	Measure N	Case Manager to align to a pathway and a 9th grade family to do SSTs, RJ, COST, support all climate and culture efforts.		Goal 5: Students are engaged in school every day.	2405	Clerical Salaries	?	Enter position number at left.	1.00	304-133
\$89,063.16	Measure N	Case Manager to align to a pathway and a 9th grade family to do SSTs, RJ, COST, support all climate and culture efforts.		Goal 5: Students are engaged in school every day.	2405	Clerical Salaries	1762	Case Manager 24	1.00	304-134

\$90,000.00	Measure N	Admin 1 (New Hire)-Bilingual to make sure we are compliant with the vast amount of MN paperwork and compliance measures		Goal 5: Students are engaged in school every day.	2405	Clerical Salaries		Enter position number at left.		304-135
\$4,010.00	Measure N	Dual Enrollment textbooks for the 4-6 DE classes we offer every semester.		Goal 1: Graduates are college and career ready.	4100	Textbooks		Enter position number at left.		304-136
\$8,000.00	Measure N	AVID membership costs to support college and career readiness		Goal 1: Graduates are college and career ready.	5300	Dues & Memberships		Enter position number at left.		304-137
\$16,000.00	Measure N	Associated costs with paying for .2 FTE of College and Career Readiness specialist to work in the Future Center assisting students with developing a straight to work plan, FAFSA, college applications, scholarships		Goal 1: Graduates are college and career ready.	5708	College & Career Pathway/CTE Coach		Enter position number at left.		304-138
\$51,449.50	Measure N	.5 FTE for Counseling to align to pathways (\$102,899.00) to support our POD structure that aligns a counselor with each pathway and family		Goal 1: Graduates are college and career ready.	5708	College & Career Pathway/CTE Coach		Enter position number at left.	0.50	304-139
\$102,899.00	Measure N	Cost of additional beyond the base formula to provide a counselor to align each counselor to each Linked Learning pathways to support our POD structure that aligns a counselor with each pathway and family		Goal 5: Students are engaged in school every day.	5732	Counselor		Enter position number at left.		304-140
\$25,000.00	Measure N	To further develop the PBL profile at OHS we will hire a consultant to assist pathway teams with developing PBL units that are Common Core Aligned, integrated with CTE standardys, and reflect the industry theme of the pathway.		Goal 2: Students are proficient in state academic standards.	5825	Consultants		Enter position number at left.		304-141
\$80,000.00	Measure N	Oakland Promise Contract to provide resources and personel in the Future Center and improve college access supports for students to 4-year college and community college programs.		Goal 1: Graduates are college and career ready.	5825	Consultants		Enter position number at left.		304-142

\$0.00	Title I: Basic	Gifted and Talented youth are encouraged to enroll in AP and Dual Enrollment classes	Rigorous Academics	Goal 1: Graduates are college and career ready.						304-143
\$26,961.41	Title I: Basic	DINWIDDIE, ERVIN (029654)-Math Intervention Teacher - 0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness			1105	Certificated Teachers' Salaries	?	Enter position number at left.	0.40	304-144
\$28,340.67	Title I: Basic	ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness			1105	Certificated Teachers' Salaries	3570	Teacher, Structured English Immersion	0.40	304-145
\$30,214.38	Title I: Basic	ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness			1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.40	304-146
\$32,305.38	Title I: Basic	WONG, KEITH Y (005124)-Math Intervention .4FTE - 0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness			1105	Certificated Teachers' Salaries	?	Enter position number at left.	0.40	304-147
\$33,195.40	Title I: Basic	ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness			1105	Certificated Teachers' Salaries	3343	Teacher, Structured English Immersion	0.40	304-148
\$39,934.24	Title I: Basic	ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness			1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.60	304-149
\$46,940.13	Title I: Basic	ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness			1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.60	304-150
\$47,706.55	Title I: Basic	Math Intervention Teacher-0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness			1105	Certificated Teachers' Salaries	909	Teacher, Structured English Immersion	0.40	304-151

\$55,086.64	Title I: Basic	ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness			1105	Certificated Teachers' Salaries	2443	Teacher, Structured English Immersion	0.60	304-152
\$46,337.57	Title I: Basic	.4 TSA to provide coaching and support to ELA intervention teachers and provide coaching support on unit design to intergrate ELA strategies into project based learning.			1119	Certificated Teachers on Special Assignment Salaries	?	Enter position number at left.	0.40	304-153
\$9,834.06	Title I: Basic	Supplies to support english and algebra intervention classes			4310	School Office Supplies		Enter position number at left.		304-154
\$14,151.20	Title I: Basic	Chromebook cart to support 9th grade intervention in reading intervention class			4420	Computer < \$5,000		Enter position number at left.		304-155
\$5,000.00	Title I: Basic	Document cameras and projectors to support English Language Learners			4474	Audio Visual Equip < \$5,000		Enter position number at left.		304-156
\$7,255.07	Title I: Parent Participation	Hire a parent liasion consultant to make connections with parents and families and invite them to a series a schoolwide events designed to increase parent and family capacity to support their scholars	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.		Enter object code at left.		Enter position number at left.		304-157

Action Research	Oakland High School
Pathway/s:	
Top 5 Measure N Funding Commitments	<ol style="list-style-type: none"> 1. Staffing required for 8-period day and class size reduction 2. Pathway allocations (different for each pathway, due to some having other funding sources) 3. Extended contracts for dual enrollment 4. Additional administrator to have 1:1 alignment with pathways and 9th grade families 5. Additional case manager and counselor to have 1:1 alignment with pathways and 9th grade families
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	What systems are we going to develop and implement to increase the number of students graduating meeting A-G? How does project based learning support our students in becoming college and career ready?
What did you discover in the past year? (Please use data to support.)	The instructional focus has shifted to PBL. We discovered our last years PD focus did not meet the teachers where they were in their pathway work. The shift to PBL encompasses our PD goals and will fold in those strategies while developing engaging curriculum for our students. In LSJ & RISE teachers were very willing to step up into leadership roles. PLTW will not have turnover this upcoming year. Our enrollment has increased in our school by 132. The freshmen group was a struggle at the beginning of the year, but we have had growth. We did struggle to reach the students who are generally tough to reach. Our students are still struggling with math, however teachers are in process of adopting new curriculum to better engage students. We have consistently offered DE courses. We need to increase the reclassification rates for our ELLS on campus. There is a gap in our Latinx graduation rates. We need to reflect on our retention of sped students within pathway. Our Paras need to be more intentionally included with a voice in the school including pathway structure, leadership, etc. There was an attempt this year to integrate Mod/Sev students into the pathways. We invited Ashanti to campus for some SEL work for teachers and students. We did have some teachers participate in this SEL work, however we did not get 100% participation.
What are you going to do differently or change moving forward?	PBL PD focus; Departments not in PBL are also included in the PBL work. Assign non pathway teachers to visit pathway meetings; CC focus on tier 3 students; Add an additional counselor so each pathway has it's own coueslor. There will be inttentional alighmnet between RISE to another pathway. We are participating in the CORE district's program to support students of concern. We will continue to refine our and develop our student support options. The math team is investigating and piloting new curriculum which should be more engaging for students. We will also continue to develope our Alg support program for next year's students. We will continue to pilot a reading class instead of creative writing in 1 family.
How do you anticipate this will improve Measure N outcomes for your students moving forward?	Adding PBL as a focus will, based on research and testimonials, engage more students at deeper levels. This is a complimentary next step in our commitment to LL as our school design intended to graduate students college, career, and community ready.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA)

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Oakland High School

School ID: 304

School Description

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

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

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

School Mission and Vision

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

1B: 19-20 STRENGTHS & CHALLENGES

Instructions: Identify schoolwide strengths and challenges related to each data point.

- What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
- Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
- Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/Barriers
Graduation Rate	There has been a steady increase in graduation rates since 2016/2017 for AA, Asian and Latinos. AA showing the highest percentage of growth for graduation. Sped student graduation rates have also slightly increased.	While there has been an increase in grad rates, Latino students have had the lowest percentage of graduate when compared to AA and Asian students. Intentional academic interventions are needed to support Latino students.

On Track to Graduate (11th Grade)	The 11th grade cohort for 2018/2019 is at 49.7% on track to graduate. Since 2016/2017 females have a higher percentage rate of being on track when compared to males. Nevertheless, every year since 2016/2017 the percentage of males being on track has increased. Since 2016/2017 Asian, African American and Latino students percentage for being on track have all increased. Thus far, for 18/19 AA students have surpassed being on track to graduate when compared with Latino students. Since 2016/2017 EL students have decreased being off track by 8%.	Asian, African American and Latino students are off track to meet the math requirement, followed by history and English. When comparing EL with EO, EL students have higher rates of being off track to graduate. More specifically, EL are off track when meeting the math and Eng requirements. Additional PD is required to support teachers on how to better service EL students.
A-G Completion	Since 2016/2017, A-G completion has increased by 6.3%. Latino and Asian students A-G completion have also increased since 2016/2017. Sped students A-G rates have also slightly increased.	AA students A-G completion rates from 2016/2017 have decreased by 8.8%. While there has been a slight increase in of sped students who graduate with A-G, more academic interventions and supports are needed to increase those rates. Early intervention. Academic recovery. Parent teacher conference. A-G requirements workshop for parents. More academic interventions between teachers and pathways to help increase A-G requirements.
SBAC ELA	Slight decrease in percentage of students not meeting standard (32.1% in 16-17 and 30.7% in 17-18)	% of students at or above proficient was 40.4% in 16-17. The goal for 17-18 was 42%, however the percentage of students scoring proficient and above actually decreased to 38.5% in 17-18. Big disparity in % of students scoring proficient and advanced in SBAC ELA by gender and ethnicity.
SBAC Math	Overall students remained the same from the previous year. Though still not meeting, AA students were 5.4 points closer to meeting standards than in 16-17 (178.4 points from meeting in 16-17 vs 173 points from meeting in 17-18). Latinx students were 9.7 points closer to meeting standards than in 16-17 (173.9 ipoints from meeting n 16-17 vs 164.2 points from meeting in 17-18)	% of students at "standards met" or "standards exceeded" in 16-17 was 19.9%. The goal was to reach 22% in 17-18. However, the % actually decreased to 16.7%.
AP Pass Rate/Dual Enrollment Pass Rate	Growth in AP Course Pass Rate from 20.5% of students in 2016-17 to 25.8% of students in 2017-18. The exam pass rate also rose from 4.8% of all students in 2016-17 to 8.9% of all students in 2018-18. The overall number of students in dual enrollment courses increased from 136 in the fall of 2016 to 162 in the fall of 2017-18. The percentage of students passing with a grade of C or better decreased slightly from 85.3% in Fall of 2016-17 to 82.8% in fall of 2017-18.	
Pathway Participation/CTE Enrollment*	17-18 97.1% were enrolled in a pathway; 18-19 97.3% enrolled in a pathway. We opened a new pathway, we were overenrolled and absorbed the students. in 17-18 21.4% of sped not in academies while in 18-19 18.6% of sped not in academies a decrease.	Growth area is continue to increase sped student participation within academies by having students push into CTE classes.
English Learner Progress	17-18 midyear 18.4% of students were at grade level; 18-19 midyear at 17.8% - roughly at the same point. 17-18 midyear 21.9 above grade level; 18.19 midyear 21.3%	Challenge - a significant number of students did not take the midyear test and take it seriously. How to align assessment data with skills included in instruction and unit design. After we've identified a lexile, and given students choice, help/train teachers plan for instruction.
Suspension Rate	15-16 4.8%; 16-17 4.4%; 17-18 4.2%; 18-19 3.3% decrease year over year rate. 17-18 Freshmen suspension 5.6%, now 18-19 sophomores 5.5% small decrease; 17-18 3.8% for sophomores now 18-19 juniors at 2.5% - overall decrease; 17-18 juniors at 5.7% now 18-19 seniors 2.0% large decrease in suspensions as they move up in grade. 17-18 AA 10.7% of suspensions; 18-19 AA 7.8% of suspensions - decrease from last year.	18-19 9th grade suspensions on par with last year, may end the year higher. Not having enough information about the incoming class to better support their needs. 17-18 Latinx suspensions 2.1% but 18-19 Latinx suspensions 2.8%.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	90% of all seniors will graduate	All Students	+2pp	81.04%	83.04%	90.00%	Increase in graduation rate.
Dropout Rate	We will decrease the number of students dropping out to less than 6%.	All Students	-3pp	11.62%	8.62%	5.62%	Decrease in suspension rate.
A-G Completion Rate	60% of all students will graduate meeting A-G requirements	All Students	+3pp	54.68%	Coming soon	60.00%	Improve access and increase academic offerings for students.
FAFSA Completion Rate	95% of all seniors will complete the FAFSA on time	All Students	+3pp	Coming soon	Coming soon	90.00%	Increase in graduation rate.
College Enrollment	70% of all seniors will graduate from Oakland High and enroll into a 2 year or 4 year college	All Students		62.70%		70.00%	Improve access and increase academic offerings for students.
Grade 10 Pathway Participation	100% of all 10th grade students will be in a Linked Learning pathway	All Students	+5pp	98.38%	100.00%	100.00%	Improve access and increase academic offerings for students.

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	Students will feel connected to at least one adult on campus and feel like that adult wants them to succeed.	All Students	+5pp	48.38%	53.38%	58.38%	Increase in graduation rate.
Suspensions	Fewer discipline issues involving African-American students will lead to suspensions.	African-American Students	-2pp	10.67%	8.67%	6.67%	Decrease in suspension rate.
Suspensions	Fewer incidents involving students with IEP will result in a suspension.	Students with Disabilities	-2pp	7.73%	5.73%	3.73%	Decrease in suspension rate.
Chronic Absence	Fewer African-American students with chronic absenteeism.	African-American Students	-2pp	31.56%	29.56%	27.56%	Decrease in chronic absenteeism.

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	By the end of 2020, we expect the the average DF3 for the ELA SBAC to be reduced to -10 for the 11th grade class (overall)	All Students	+15 points DF3	-32.6	-12.6	-10.0	Increase in reading/writing achievement as assessed by SRI.

ELA SBAC	By the end of 2020, we expect the average DF3 for students with disabilities on the ELA SBAC to be reduced to -120.	Students with Disabilities	+20 points DF3	-149.8	-129.8	-120.0	Increase in reading/writing achievement as assessed by SRI.
ELA SBAC	By the end of 2020, we expect the average DF3 for African American students on the ELA SBAC to be reduced to -120.	African-American Students	+20 points DF3	-48.2	-28.2	-25	Increase in reading/writing achievement as assessed by SRI.

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	By the end of 2020 we expect the average DF3 in SBAC Math to be reduced to -100.	All Students	+15 points DF3	-123.7	-108.7	-100	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.
Math SBAC	By the end of 2020 we expect the average DF3 for students with disabilities in SBAC Math to be reduced to -225.	Students with Disabilities	+20 points DF3	-248.7	-228.7	-225	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.
Math SBAC	By the end of 2020 we expect the average DF3 for African American students in SBAC Math to be reduced to -150.	African-American Students	+20 points DF3	-179.9	-159.9	-150	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.

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	By 2020 improve our ability to increase reclassification of ELL by 4% more than the current reclassification rate.	English Learners	16%	6.57%	16.00%	20.00%	Increase in reading/writing achievement as assessed by SRI.
LTEL Reclassification	By 2020 increase reclassification rates for LTELS by 5% more than the current reclassification rate.	Long-Term English Learners	25%	12.16%	25.00%	30.00%	Increase in reading/writing achievement as assessed by SRI.

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	Increase our students scores of one year or more by 5pp by the of the end of the 2019-20 school year.	All Students	+5pp	20.55%	25.55%	30.55%	Increase in reading/writing achievement as assessed by SRI.

SRI Multiple Years Below Grade Level	Reduce the number of students who scores multiple years below grade by -3pp by the end of the 2019-20 school year.	All Students	-5pp	37.23%	32.23%	29.23%	Increase in reading/writing achievement as assessed by SRI.
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School: Oakland High School

School ID: 304

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions: Please complete this self-assessment for your school. Click here for the full Measure N rubric.		KEY: 1: Not at all 3: Mostly 2: Somewhat 4: Completely	
1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly		Communicate to new teachers and families the role of pathways of how to support student success.
To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?	4: Completely	Open access and opportunities for students through our pathway selection process, Dual enrollment offerings, Pathway and 9th grade family structure SPED alignment with pathway and family Common planning time for faculty.	
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	4: Completely	We've used the pathway structure to support our new comer population with through the inception of the Recent Immigrant Student Engagement(RISE) and creating a least restrictive environment by assigning SPED students to our pathways and 9th grade families.	
School Leadership & Vision Goal for 2019-20:			

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE	Current Score	Justification	Areas of Growth
Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?	4: Completely	Having a designated AP, Case Manager, SPED teacher and academic counselor to our 9th grade families and pathways.	
Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?	3: Mostly		Continuing to develop and incorporate the PTSA into the vision and mission of the pathway system. Engage our non-pathway departments in the school's goals of pathway development.
Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?	3: Mostly		Being intentional with how we engage parents, students and community members about schoolwide decisions to get their input.
Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities, and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?	3: Mostly		More of an effort to locate teachers in the same pathway closer together for collaboration.
Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?	3: Mostly	Equitable distribution of students in our pathway system (SPED, New Comer)	Retention of SPED and New Comer Students in our pathways. The implementation of the policies and procedures that facilitate equity of achievement across the school.

Systems & Structures Goal for 2019-20:

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
We are shifting our PD focus to PBL. We're launching this with a 3 - 5 day PD May 3rd to May 7. Integrated, cross curricular, subject a like projects will incorporate the instructional goals we've focused on in previous years. Teachers will be compensated for participating. Teachers will also be compensated for the completion of projects. Stipends			1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
We will continue to create the least restrictive environment for all scholars with IEPs. The SPED teachers and the Paras will continue to push into general ed classes in addition to staffing the Learning Center.		\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Teacher Stipends to pay teachers that work during the after school program by conducting tutoring sessions and SE support for students	21st Century Community Learning Centers	\$4,915.92	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Classified Stipends to pay staff to run after school study halls and enrichment programs	21st Century Community Learning Centers	\$25,129.44	2220	Classified Support Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Contract to coordinate and provide of After School Program services that includes academic support, enrichment programs, and internships.	21st Century Community Learning Centers	\$184,744.24	4399	Surplus		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Copier Paper	General Purpose Discretionary	\$8,620.00	4301	Copier Paper		Enter position number at left.			Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Copier Supplies	General Purpose Discretionary	\$7,000.00	4302	Copier Supplies		Enter position number at left.			Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Classroom Supplies	General Purpose Discretionary	\$9,380.00	4304	Classroom Supplies		Enter position number at left.			Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Measure N	\$14,905.24		Enter object code at left.	1588	Teacher Department Head		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways

TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Measure N	\$15,901.61		Enter object code at left.	2840	Teacher Department Head		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Measure N	\$16,895.66		Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Measure N	\$16,895.90		Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Measure N	\$15,000.00						Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
TSA (Academy Director) The academy director is a teacher leader that manages the day to day operations of the pathway. The extra time is for meeting all of the instructional and logistical needs required to manage a pathway	Measure N	\$15,098.03		Enter object code at left.		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
School office Supplies to support the development and implementation of lessons in all classes	General Purpose Discretionary	\$27,000.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Meeting Refreshments	General Purpose Discretionary	\$6,000.00	4311	Meeting Refreshments		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
I.D. Badges for all students to help with creating a safe learning environment on campus	General Purpose Discretionary	\$8,000.00	4340	I.D. Badges		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Paper for teachers to use to make current information available for students because textbooks are old and are not Common Core aligned	General Purpose Discretionary	\$15,000.00	4350	Paper		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Periodicals to supplement the core curriculum	General Purpose Discretionary	\$200.00	4352	Periodicals		Enter position number at left.		Rigorous Academics	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Equipment to support scholars' ability to access and engage in the core curriculum	General Purpose Discretionary	\$5,000.00	4410	Equipment < \$5,000		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Furniture for classrooms that haven't had new furniture in nearly 20 years	General Purpose Discretionary	\$5,173.87	4432	Furniture < \$5,000		Enter position number at left.		Building the Conditions		Goal 5: Students are engaged in school every day.	Whole School

Audio Visual Equip for teachers to make information available for students	General Purpose Discretionary	\$5,000.00	4474	Audio Visual Equip < \$5,000		Enter position number at left.		Building the Conditions		Goal 5: Students are engaged in school every day.	Whole School
Mileage to reimburse staff for using their car to conduct school business	General Purpose Discretionary	\$500.00	5210	Mileage/Personal Expenses Reimbursement		Enter position number at left.		Building the Conditions		Goal 5: Students are engaged in school every day.	Whole School
Dues for membership to various online platform that offer academic support for at risk students	General Purpose Discretionary	\$5,000.00	5300	Dues & Memberships		Enter position number at left.		Comprehensive Student Supports		Goal 3: Students are reading at or above grade level.	Whole School
Equipment Maintenance for leased copy machine	General Purpose Discretionary	\$31,000.00	5610	Equip Maintenance Agreemt		Enter position number at left.		Building the Conditions			
Repairs Cont to service machines on campus	General Purpose Discretionary	\$3,400.00	5675	Repairs Cont - Equip Other		Enter position number at left.		Building the Conditions			
Duplication	General Purpose Discretionary	\$2,000.00	5716	Duplication Service		Enter position number at left.		Building the Conditions			
Maintenance Work Orders	General Purpose Discretionary	\$6,000.00	5720	Maintenance Work Orders		Enter position number at left.		Building the Conditions			
Postage for communication to families	General Purpose Discretionary	\$5,000.00	5724	Mail Services/Postage		Enter position number at left.		Building the Conditions			
Postage for communication to families	General Purpose Discretionary	\$2,400.00	5910	Postage		Enter position number at left.		Building the Conditions			
School Treasurer	General Purpose Discretionary	\$23,964.00	2405	Clerical Salaries	301	School Treasurer		Building the Conditions			
Textbook Clerk	General Purpose Discretionary	\$52,227.29	2405	Clerical Salaries	233	Textbook Clerk					
Lifeguard	General Purpose Discretionary	\$40,223.06	2205	Classified Support Salaries	4445	Lifeguard					
PE Attendant	General Purpose Discretionary	\$43,302.01	2205	Classified Support Salaries	547	PE Attendant					
PE Attendant	General Purpose Discretionary	\$42,209.77	2205	Classified Support Salaries	1522	PE Attendant					
Library Furniture to create a 21st century learning space for teachers and their nstudents to utilize the space effectively.	Measure G	\$20,018.00	4432	Furniture < \$5,000		Enter position number at left.		Building the Conditions		Goal 5: Students are engaged in school every day.	Whole School
Stipends for teachers to develop project based learning units aligned to pathways	Measure N	\$122,883.41	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics		Goal 2: Students are proficient in state academic standards.	All Pathways
ECCO summer internship teacher (\$4000 per teachers x 3)	Measure N	\$12,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Career Technical Education		Goal 5: Students are engaged in school every day.	All Pathways
9th Grade Bridge to support the transition of students from middle school into 9th grade. Including teacher stipends, field trips, supplies and additional costs for running the summer program.	Measure N	\$40,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports		Goal 2: Students are proficient in state academic standards.	Grade Level Team

Summer Credit Recovery program and associated costs to give students an opportunity to earn credits towards graduation and stay on track for graduation.	Measure N	\$40,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports		Goal 3: Students are reading at or above grade level.	Whole School
Dual Enrollment textbooks for the 4-6 DE classes we offer every semester.	Measure N	\$4,010.00	4100	Textbooks		Enter position number at left.		Rigorous Academics		Goal 1: Graduates are college and career ready.	Whole School
Associated costs with paying for .2 FTE of College and Career Readiness specialist to work in the Future Center assisting students with developing a straight to work plan, FAFSA, college applications, scholarships	Measure N	\$16,000.00	5708	College & Career Pathway/CTE Coach		Enter position number at left.		Rigorous Academics		Goal 1: Graduates are college and career ready.	Whole School
.5 FTE for Counseling to align to pathways (\$102,899.00) to support our POD structure that aligns a counselor with each pathway and family	Measure N	\$51,449.50	5708	College & Career Pathway/CTE Coach		Enter position number at left.	0.50	Comprehensive Student Supports		Goal 1: Graduates are college and career ready.	Whole School
Cost of additional beyond the base formula to provide a counselor to align each counselor to each Linked Learning pathways to support our POD structure that aligns a counselor with each pathway and family	Measure N	\$102,899.00	5732	Counselor		Enter position number at left.		Comprehensive Student Supports		Goal 5: Students are engaged in school every day.	Whole School
Oakland Promise Contract to provide resources and personel in the Future Center and improve college access supports for students to 4-year college and community college programs.	Measure N	\$80,000.00	5825	Consultants		Enter position number at left.		Building the Conditions		Goal 1: Graduates are college and career ready.	Whole School
Pathway Coach to support Linked Learning Pathway development by meeting with academy directors to co-create pathway meeting agendas, connect pathways to resources, confer on program of study	Measure N	\$65,629.98	2305	Classified Supervisors' and Administrators' Salaries	3513	Coach College/Career Pathways		Building the Conditions		Goal 1: Graduates are college and career ready.	All Pathways
9th Grade Family budget to support community building and transition into high school and each family \$10,000 per family	Measure N	\$50,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions		Goal 2: Students are proficient in state academic standards.	Grade Level Team
Counselor Intern to align to each of the Linked Learning Pathways	Measure N	\$1,000.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports		Goal 1: Graduates are college and career ready.	All Pathways
AVID membership costs to support college and career readiness	Measure N	\$8,000.00	5300	Dues & Memberships		Enter position number at left.		Rigorous Academics		Goal 1: Graduates are college and career ready.	All Pathways
Allocation to VAAMP for Pathway Development	Measure N	\$24,000.00		Enter object code at left.		Enter position number at left.		Career Technical Education		Goal 1: Graduates are college and career ready.	All Pathways
Allocation to ESA for Pathway Development to develop 4 pillars within the pathway.	Measure N	\$24,000.00		Enter object code at left.		Enter position number at left.		Career Technical Education		Goal 1: Graduates are college and career ready.	All Pathways

Allocation to PHA for Pathway Development to develop 4 pillars within the pathway.	Measure N	\$24,000.00		Enter object code at left.		Enter position number at left.		Career Technical Education		Goal 1: Graduates are college and career ready.	All Pathways
Allocation to LSJ for Pathway Development to develop 4 pillars within the pathway.	Measure N	\$24,000.00		Enter object code at left.		Enter position number at left.		Career Technical Education		Goal 1: Graduates are college and career ready.	All Pathways
Allocation to PLTW for Pathway Development to develop 4 pillars within the pathway.	Measure N	\$40,000.00		Enter object code at left.		Enter position number at left.		Career Technical Education		Goal 1: Graduates are college and career ready.	All Pathways
Allocation to RISE for Pathway Development to develop 4 pillars within the pathway.	Measure N	\$40,000.00		Enter object code at left.		Enter position number at left.		Career Technical Education		Goal 1: Graduates are college and career ready.	All Pathways
To further develop the PBL profile at OHS we will hire a consultant to assist pathway teams with developing PBL units that are Common Core Aligned, integrated with CTE standardrys, and reflect the industry theme of the pathway.	Measure N	\$25,000.00	5825	Consultants		Enter position number at left.		Rigorous Academics		Goal 2: Students are proficient in state academic standards.	All Pathways
Assistant Principal to align to pathway Pod structure to support Linked Learning pathway development	Measure N	\$145,496.54	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3577	Assistant Principal, High School		Comprehensive Student Supports		Goal 5: Students are engaged in school every day.	Whole School
Case Manager to align to a pathway and a 9th grade family to do SSTs, RJ, COST, support all climate and culture efforts.	Measure N	\$89,063.16	2405	Clerical Salaries	1762	Case Manager 24	1.00	Comprehensive Student Supports		Goal 5: Students are engaged in school every day.	All Pathways
Case Manager to align to a pathway and a 9th grade family to do SSTs, RJ, COST, supprt all climate and culture efforts.	Measure N	\$83,571.97	2405	Clerical Salaries	?	Enter position number at left.	1.00	Comprehensive Student Supports		Goal 5: Students are engaged in school every day.	All Pathways
				Enter object code at left.		Enter position number at left.					
Admin 1 (New Hire)-Bilingual to make sure we are compliant with the vast amount of MN paperwork and compliance measures	Measure N	\$90,000.00	2405	Clerical Salaries		Enter position number at left.		Building the Conditions		Goal 5: Students are engaged in school every day.	All Pathways
Extended Contracts for PD for teachers to participate in learning communities to support their growth as educatirs	LCFF Supplemental	\$15,644.48	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Building the Conditions		Goal 1: Graduates are college and career ready.	Whole School
Books other than textbooks to support reading intervention	LCFF Supplemental	\$10,000.00	4200	Books other than Textbooks		Enter position number at left.		Rigorous Academics		Goal 2: Students are proficient in state academic standards.	Whole School
School office Supplies	LCFF Supplemental	\$65,798.86	4310	School Office Supplies		Enter position number at left.					
Computer supplies to support intervention and acceleration	LCFF Supplemental	\$5,000.00	4315	Computer Supplies		Enter position number at left.					

Fall Revisions-Potential Reductions for Budget Adjustment	LCFF Supplemental	\$39,899.00	4397	Fall Revisions		Enter position number at left.					
Computers to support intervention and acceleration	LCFF Supplemental	\$18,000.00	4420	Computer < \$5,000		Enter position number at left.					
Conference expenses for professional development to support academic acceleration or English Language Learners	LCFF Supplemental	\$10,000.00	5220	Conference Expense		Enter position number at left.					
Dues	LCFF Supplemental	\$3,000.00	5300	Dues & Memberships		Enter position number at left.					
Manhood Development Teacher	LCFF Supplemental	\$45,982.00	5733	Manhood Development Program, AAMA Facilitator		Enter position number at left.					
Computer Tech	LCFF Supplemental	\$100,280.00	5737	IT Computer Tech		Enter position number at left.					
Central Consultants	LCFF Supplemental	\$40,000.00	5825	Consultants		Enter position number at left.					
External Work Orders	LCFF Supplemental	\$29,000.00	5826	External Work Order Services		Enter position number at left.					
Admission Fees	LCFF Supplemental	\$1,500.00	5829	Admission Fees		Enter position number at left.					
Licensing Agreements	LCFF Supplemental	\$2,400.00	5846	Licensing Agreements		Enter position number at left.					
Licensing Agreements	LCFF Supplemental	\$1,500.00	5846	Licensing Agreements		Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$59,612.42	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$62,851.28	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$33,351.73	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$28,224.02	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$24,019.31	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$22,123.02	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$34,697.64	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Harvard Teacher Fellow to Support the 8-Period Day	LCFF Supplemental	\$14,656.96	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$13,946.25	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$66,850.04	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$66,557.09	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Harvard Teacher Fellow to Support the 8-Period Day	LCFF Supplemental	\$14,640.46	1105	Certificated Teachers' Salaries	?	Enter position number at left.					

Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$46,719.96	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
Additional Teacher to Support the 8-Period Day	LCFF Supplemental	\$70,851.68	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
STIP Sub to cover teacher classes when teachers are participating in PD, classroom observations, and meeting to discuss students and plan curriculum	LCFF Supplemental	\$45,394.23	1105	Certificated Teachers' Salaries	102	STIP Teacher					
STIP Sub to cover teacher classes when teachers are participating in PD, classroom observations, and meeting to discuss students and plan curriculum	LCFF Supplemental	\$45,394.23	1105	Certificated Teachers' Salaries	?	Enter position number at left.					
12-Month TSA for ELA Intervention to support teachers with the development and implementation of curriculum and interventions to support students at risk of failing.	LCFF Supplemental	\$69,506.36	1119	Certificated Teachers on Special Assignment Salaries	?	Enter position number at left.	?				
WONG, KEITH Y (005124)-Math Intervention .4FTE - 0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness	Title I: Basic	\$32,305.38	1105	Certificated Teachers' Salaries	?	Enter position number at left.	0.40				
ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Title I: Basic	\$30,214.38	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.40				
ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Title I: Basic	\$28,340.67	1105	Certificated Teachers' Salaries	3570	Teacher, Structured English Immersion	0.40				
DINWIDDIE, ERVIN (029654)-Math Intervention Teacher - 0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness	Title I: Basic	\$26,961.41	1105	Certificated Teachers' Salaries	?	Enter position number at left.	0.40				
Math Intervention Teacher-0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness	Title I: Basic	\$47,706.55	1105	Certificated Teachers' Salaries	909	Teacher, Structured English Immersion	0.40				
ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Title I: Basic	\$33,195.40	1105	Certificated Teachers' Salaries	3343	Teacher, Structured English Immersion	0.40				
ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Title I: Basic	\$55,086.64	1105	Certificated Teachers' Salaries	2443	Teacher, Structured English Immersion	0.60				
ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Title I: Basic	\$46,940.13	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.60				
ELA Intervention Teacher - 0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Title I: Basic	\$39,934.24	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.60				
.4 TSA to provide coaching and support to ELA intervention teachers and provide coaching support on unit design to intergrate ELA strategies into project based learning.	Title I: Basic	\$46,337.57	1119	Certificated Teachers on Special Assignment Salaries	?	Enter position number at left.	0.40				
Supplies to support english and algebra intervention classes	Title I: Basic	\$9,834.06	4310	School Office Supplies		Enter position number at left.					

Chromebook cart to support 9th grade intervention in reading intervention class	Title I: Basic	\$14,151.20	4420	Computer < \$5,000		Enter position number at left.				
Document cameras and projectors to support English Language Learners	Title I: Basic	\$5,000.00	4474	Audio Visual Equip < \$5,000		Enter position number at left.				
Central Consultant Parent Liaison and Consultant	Title I: Parent Participation	\$7,994.76	5825	Consultants		Enter position number at left.				

LANGUAGE & LITERACY

School: Oakland High School

[Link to 18-19 SPSA](#)

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve language and literacy outcomes for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We lost a lot of ground with our language and literacy work. Due to budget cuts we were not able to keep our Instructional Teacher Leader. For the last two years she was key in leading all efforts connected to this year's strategic actions. The only action that had significant traction was the purchase of books for 9th grade teachers. In collaboration with one of the 9th grade teachers we piloted a Liberating Academic Literacy class that is modeled after Nancy Atwells' Readers and Writers Workshop.	Partially Implemented	Not Yet Known	According to the mid-year SRI scores the students in the piloted program perform the same as all other 9th grade students.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	By the end of 2020, we expect the the average DF3 for the ELA SBAC to be reduced to -10 for the 11th grade class (overall)	All Students	-32.6	-12.6	-10.0	Increase in reading/writing achievement as assessed by SRI.
ELA SBAC	By the end of 2020, we expect the average DF3 for students with disabilities on the ELA SBAC to be reduced to -120.	Students with Disabilities	-149.8	-129.8	-120.0	Increase in reading/writing achievement as assessed by SRI.
ELA SBAC	By the end of 2020, we expect the average DF3 for African American students on the ELA SBAC to be reduced to -120.	African-American Students	-48.2	-28.2	-25	Increase in reading/writing achievement as assessed by SRI.
SRI Growth of One Year or More	Increase our students scores of one year or more by 5pp by the of the end of the 2019-20 school year.	All Students	20.55%	25.55%	30.55%	Increase in reading/writing achievement as assessed by SRI.
SRI Multiple Years Below Grade Level	Reduce the number of students who scores multiple years below grade by -3pp by the end of the 2019-20 school year.	All Students	37.23%	32.23%	29.23%	Increase in reading/writing achievement as assessed by SRI.
ELL Reclassification	By 2020 improve our ability to increase reclassification of ELL by 4% more than the current reclassification rate.	English Learners	6.57%	16.00%	20.00%	
LTEL Reclassification	By 2020 increase reclassification rates for LTELS by 5% more than the current reclassification rate.					

THEORY OF ACTION

Theory of Action	If we focus on reading more complex text and non-fiction text in the 9th grade, including in the Creative Writing classes that provides more differentiated supports for 9th graders as measured by students' SRI scores by at least one grade level by the end of their 9th grade year. Students will take the Interim SBAC exams to provide feedback for teachers and students progressing to the standard. The coordination of SRI supports and literacy improvement and intentional use of Standards Based Assessments will support the data for our scholars. During the Project Based Learning Design in pathways, we will have pathways incorporate some Tier 1 literacy strategies into the project design that also factors in text complexity into the selection of text that are used in the project.
How are you supporting English Language Learners?	We will partner with the ELLMA office to provide our teachers with professional development around strategies to use with our LTEL population. We will review semester data by fluency and have a PD to support teachers to provide integrated supports English Language Learners. [Tier 1]
How are you building conditions for student and adult learning?	We will provide Liberating Academic Literacy Class teachers with planning time, at least once a month, to share curriculum and to discuss student work. We will also send 12 teachers to asilomar 68

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Continue investing in leveled classroom libraries to assist low-performing students.	LCFF Supplemental	\$20,000.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Language & Literacy	Goal 2: Students are proficient in state academic standards.
Continue investing in leveled classroom libraries for all 9th grade ELA classes.	Measure N	\$20,000.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Language & Literacy	Goal 2: Students are proficient in state academic standards.
Offer summer PD for teachers on PBL and how to incorporate text complexity and non-fiction reading strategies			1105	Certificated Teachers' Salaries		Enter position number at left.		Comprehensive Student Supports	Language & Literacy	Goal 2: Students are proficient in state academic standards.
Maintain a full-time STIP sub to provide release time for peer observation, collaboration, coaching conversations, etc.	General Purpose Discretionary	\$45,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Language & Literacy	Goal 5: Students are engaged in school every day.
The 10th-12th grade ELA teachers will meet once a month as a PLC to vertically align the Senior Project.	General Purpose Discretionary			Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Language & Literacy	Goal 5: Students are engaged in school every day.
				Enter object code at left.		Enter position number at left.			Language & Literacy	
Partner with the ELLMA office to provide PD with a focus on LTEL strategies for the entire staff in the fall.		\$0.00		Enter object code at left.		Enter position number at left.			Language & Literacy	

Maintain a full-time PBL/ELA coach to support instructional practice that support all students		\$115,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Language & Literacy	Goal 1: Graduates are college and career ready.
Offer courses that reflect specific need to ELL subgroups - SIFE students , Newcomers who transitsion to an academy		\$0.00		Enter object code at left.		Enter position number at left.			Language & Literacy	Goal 4: English Learners are reaching fluency.
Offer summer PD/retreat for newcomer ELD teachers to vertically align the Senior Project	LCFF Concentration	\$5,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 3: Students are reading at or above grade level.
Send 12 English teachers to asilomar 68 October 4 to 6th. To learn new methods of thinking, ordering the classroom and encouraging students to write	LCFF Supplemental	\$10,000.00		Enter object code at left.		Enter position number at left.		Rigorous Academics	Language & Literacy	Goal 2: Students are proficient in state academic standards.

RIGOROUS ACADEMICS & CTE School: **Oakland High School** [Link to 18-19 SPSA](#)

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2.6	2.4	2.5	The scores are an average of the 6 pathway scores. See each pathways tab for an explanation.
Integrated Core	2.2	2.4	2.5	The scores are an average of the 6 pathway scores. See each pathways tab for an explanation.
Cohort Scheduling	2.2	3.4	3.2	
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2.0	2.6	2.8	
Collaborative Learning	1.8	2.6	2.8	
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2.0	2.0	2.0	
Collaboration Time	1.8	2.6	2.8	
Professional Learning	2.2	2.0	2.0	

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

IMPLEMENTATION GOALS

Identify four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

Math SBAC	By the end of 2020 we expect the average DF3 in SBAC Math to be reduced to -100.	All Students	-123.7	-108.7	-100	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.
Math SBAC	By the end of 2020 we expect the average DF3 for students with disabilities in SBAC Math to be reduced to -225.	Students with Disabilities	-248.7	-228.7	-225	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.
Math SBAC	By the end of 2020 we expect the average DF3 for African American students in SBAC Math to be reduced to -150.	African-American Students	-179.9	-159.9	-150	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.
Standards Based Instruction/ Project-Based Learning	Increase the number of teachers participating in PBL PD. Increase the number of PBL units each pathway implements. Increase the number of students experiencing a PBL unit. Increase the number of PBL units by pathway and by grade level.	All Students				Improve access and increase academic offerings for students.
Career Technical Education Sequence	Identify related careers for each CTE class unit. Each CTE class will highlight at least 1 career that is connected to each unit. Students will learn typical duties, specific skills, training, and experience need to pursue each career. Learning about these careers may include: learning technical skills, guest speakers, informational interview with professional, watching films, project based learning, problem based learning, etc.	All Students				Improve access and increase academic offerings for students.

Graduate Capstone/ Culminating Experience	Increase the number of pathway specific capstone experiences. VAAMP and ESA currently align their capstone experience with the theme of their pathway. The two newer pathways (LSJ and PLTW) and the one that has gone through major leadership changes (ESA) are beginning to better articulate a capstone experience that is aligned to the theme of their pathway	All Students					Increase in graduation rate.
Course Passage Rates	Increase the number of semester course passage rate to 80% of all courses	All Students					Increase in graduation rate.

THEORY OF ACTION

Theory of Action	If we significantly increase the resources invested in the 9th grade to support all 9th graders to increase their appreciation for reading then all 9th graders will be better readers as evidenced by increased SRI scores, asking more questions, better attendance, fewer disciplinary infractions, and an increase in all measures of climate and culture on the CHKS survey.
How are you supporting English Language Learners?	Oakland high believes in a heterogeneous level model to support students in their English language acquisition rather than grouping students by English ability. The benefit of this model is two-fold. One, students learn English at a faster by being in an environment where students are producing language at higher rates. Two, students that are producing more language than others have a high level of empathy and support their peers, which in turn, supports the teacher as well.
How are you building conditions for students and adult learning?	One aspect of creating conditions for learning is connected to our Climate and Culture work and PROPS (Positive, Respectful, On Task, Professional, Safe) is its foundation. For five years we continue to reflect on and revamp how we utilize PROPS in service of creating the conditions for student and adult learning. Students and staff are rewarded for their active engagement in our PROIPS reward system. Teachers are rewarded for using PROPS to acknowledge student behavior and students receive PROPS for demonstrating PROPS. Additionally, we have established 4 instructional goals (1. see L&L tab, 2. Checking for Understanding, 3. SEL, 4. Backwards Mapping) with an aligned PD calendar and dedicated funding to support it.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Fees for free and reduced lunch students to take the advanced placement exam.	LCFF Supplemental	\$3,000.00	4310	School Office Supplies		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
GATE students will be given the opportunity to attend workshops in the Future Center designed to identify their interest and then we will create opportunities to explore them	Measure N	\$0.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 1: Graduates are college and career ready.

<p>Gifted and Talented youth are encouraged to enroll in AP and Dual Enrollment classes</p>	<p>Title I: Basic</p>	<p>\$0.00</p>						<p>Rigorous Academics</p>	<p>Rigorous Academics</p>	<p>Goal 1: Graduates are college and career ready.</p>
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WORK-BASED LEARNING

School: Oakland High School

[Link to 18-19 SPSA](#)**WORK-BASED LEARNING MEASURE N SITE ASSESSMENT**

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	2+	3-	Each pathway participates in various work based learning experiences both on and off campus. WBLL works with pathway CTE teachers & directors to plan a range experiences that are connected to curricular themes. Experiences include: guest speakers, project based learning, career exploration visits, career themed college visits, and career fairs.
Pathway Outcomes	1+	1+	2-	Our WBL experiences are in line with curriculum in the CTE courses, allowing students to study a subject in the classroom and then experience it in the work place.
Pathway Evaluation	1+	1+	2-	Students regularly assess their learning after WBL experiences and integrate into the curriculum. Teachers, working with the WBL liason, evaluate the yearly plan to ensure students are getting a range of experiences creating a tool to be used across pathways to evaluate WBL experiences.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION*What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?***IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
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<p>Host onsite Options Fair for students to learn about employment and internship opportunities</p> <p>1 week health based internship (HEAL: Health Excellence and Academic Leadership) for academic credit recovery male students of color. Internship will occur after summer school.</p> <p>Host monthly or bimonthly application, resume, cover letter, and mock interview support. Services lead by pathway partners, Oakland High Alumni, school community partners, and parents.</p> <p>WBLL will Invite former internship program participants to share their experience with students during classroom presentations.</p> <p>Create an Oakland High Student Opportunities website featuring internship, employment, community service, and project based learning opportunities for students.</p> <p>Hire a third ECCO Summer Internship Seminar teacher 11th grade teachers provide class time for students complete a resume, interview preparation, and mock interviews with industry partners and Oakland High Alumni.</p> <p>AAMA facilitator will dedicate 2 class periods a month to work based learning by implementing ECCO curriculum in 9-12 grades</p> <p>Newcomer teachers dedicate 1 class per month to work based learning by supporting students with professional introductions, resumes, interview skills, securing community service, internship/job application support</p>	<p>Fully Implemented</p>	<p>Effective</p>	<p>Summer Expo featuring 28 community organizations offering summer internships, jobs, and college access programs. 100% of 11th grade students participated & 35% of tenth grade students participated</p> <p>11 Males of Color from summer credit recovery & academic intervention participated in the HEAL Young Men of Color Internship Program for 1 week</p> <p>Hosted 7 monthly sessions to support job readiness and present internship opportunities: 20 volunteers provided support (3-5 volunteers each session) & 100 students received support at monthly sessions</p> <p>Former interns have presented with internship hosts from 7 different organizations</p> <p>Computer Science teachers working with 9th grade CS students to develop internship & job website</p> <p>3 ECCCO teachers were hired to support summer interns</p> <p>CTE teachers provided class time for 11th graders to complete resumes and prepare for mock interviews</p> <p>AAMA Facilitator and partner organizations provided monthly work based learning through: application support, guest speakers, internship presentations, and professional skill building workshops. Partner organizations included: Operation Hope, National Association of Black Accountants, Kaiser Permanente, Health Path, Tesla, Central Legal, Brothers on the Rise, PEERS.</p> <p>RISE (Newcomers) participated in work based learning through: developing resume, practicing professional introductions, attending the Summer Expo (Internship Fair), participated in Accounting Career Awareness Program workshops, internship/job application support, and hosted guest speakers in ELD 4 classrooms</p> <p>2018 Summer Interns 102 summer interns African American 45.19% Asian 35.58% Latino 14.42% Pacific Islander 1.92% Asian Other 1.92% White 0.96%</p> <p>ECCCO Summer Interns 60 (2017) 67 (2018) 11.66% increase of ECCCO interns African American 38.81% Asian 37.31% Latino 17.91% Pacific Islander 1.49% Asian Other 2.99% White 1.49%</p> <p>Summer Internship Programs Growth</p>
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	Expose students to high paying careers that do not require 4 year college degrees	All Students		1 Guest speaker per pathway, with a career that does not require a 4 year degree	2 Guest speakers per pathway with careers that do not require a 4 year degree	Increase in graduation rate.
Career Exploration	Provide students with opportunities to pursue high paying careers that do not require 4 year college degrees	All Students		5 employer, CTE, pre-apprenticeship, and/or job training program recruitment presentations & application support	10 employer, CTE, pre-apprenticeship, and/or job training program recruitment presentations & application support	Increase in graduation rate.
Career Preparation	Increase amount of African American and Latino males participating in summer internships	African-American Males	Of 104 total summer interns 28.85% were African American & Latino Males	30% of all summer interns will be African American & Latino Males	33% of all summer interns will be African American & Latino Males	Increase in graduation rate.

THEORY OF ACTION

Theory of Action	If we provide every scholar in a pathway with multiple, strategic opportunities to engage industry experts than our scholars will significantly increase their awareness of careers and entrepreneurial opportunities within the pathway theme. Then our scholars will graduate with a plan and a clear understanding of their interest which will assist them with identifying their college and career goals. Then our scholars will become positive and productive citizens.
How are you supporting English Language Learners?	1) Career exposure, career readiness, and career awareness for ELL students through monthly in-class support including: professional introductions, resumes, interview skills, securing community service, internship/job application support. 2) One career exploration visit to industry partner with multilingual presenters. 3) Attend 1 career fair with newcomer chaperones to translate for full student engagement.
How are you building conditions for students and adult learning?	

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
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Work Based Learning Liaison to support all of the actions listed below.	General Purpose Discretionary	\$90,000.00		Enter object code at left.	28110	Enter position number at left.	1.00	Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
WBLL coordinate Work Based Learning activities (guest speakers, application support, resume development, etc.) with African American Male Achievement and Latino Men & Boys facilitators for Latino and African American Male students		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Host onsite Summer Expo for community partners to share summer jobs, internships, college access, and leadership program opportunities with students. Funds will be to order food for community organizations tabling at the expo and rent tables & chairs.	Measure N	\$1,500.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Coordinate Job Fair for seniors who want to enter the workforce immediately after high school. Funds to order food for community partners tabling at the job fair & student participants and rent tables & chairs.	Measure N	\$1,000.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Invite employers and job training programs to present employment opportunities (target seniors entering the workforce immediately after graduation)		\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Host monthly workshops to provide application, resume, cover letter, and mock interview support. Services lead by pathway partners, Oakland High Alumni, school community partners, and parents. Funds will be to order food for volunteers and student workshop participants.	Measure N	\$1,000.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Invite former internship program participants to share their experience with students during classroom presentations.				Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Coordinate 9th grade career day event	Measure N			Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

11th grade teachers provide class time for students complete a resume, interview preparation, and mock interviews with industry partners and Oakland High Alumni.				Enter object code at left.		Enter position number at left.		Career Technical Education	Work-Based Learning	Goal 1: Graduates are college and career ready.
Coordinate with computer science teachers & OUSD high school computer science coordinator to develop and maintain an Oakland High Student Opportunities website featuring internship, employment, community service, and project based learning opportunities for students.				Enter object code at left.		Enter position number at left.		Rigorous Academics	Work-Based Learning	Goal 1: Graduates are college and career ready.
Invite internship host to present internship opportunities				Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Pay ECCCO teacher salaries summer 2020 (3 teachers at \$13,000 per teacher)	Measure N	\$39,000.00		Enter object code at left.		Enter position number at left.		Career Technical Education	Work-Based Learning	Goal 1: Graduates are college and career ready.
Coordinate visit to Job Corps. Transportation to Job Corps	Measure N	\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Support 2019 & 2020 graduates transition into the workforce. Funds to purchase Bus & BART tickets for recent graduates to get to job interviews, job fairs, and work shifts.	Measure N	\$0.00		Enter object code at left.		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

COMPREHENSIVE STUDENT SUPPORTS School: **Oakland High School** [Link to 18-19 SPSA](#)

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	16-17 Score	17-18 Score	18-19 Current Score	Explanation <i>(What evidence supports your claim for your pathway?)</i>
Support of Student Needs				
College & Career Plan				

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis

<p>The following school wide efforts and targeted supports are led and supported by the following people to create a positive learning experience for students:</p> <p>All staff helps with teaching and uplifting our school wide expectations acknowledgement system, PROPS.</p> <p>Student support pods (Administrator, School Counselor, and Case Managers) coordinate and provide interventions for students that has academic, behavior, or attendance challenges. These interventions include but not limited to restorative conversations, credit recovery coordination, on-track conversations, welcome/ harm circles, SST, SART, academic hour, and tardy sweep.</p> <p>AAMA Facilitator supports the transition and academic growth for African American male students. These support include building skills for how to navigate their educational experience as a young African American/ Black male student, and providing individual case management.</p> <p>Community School Manager coordinates support services with over 15 on-site community partners providing medical, mental health, youth development, academic support, career readiness, and college readiness programs. In addition, CSM facilitates the Culture and Climate Team, which has a student only team and join student and adult team. To help uplift the needs of our students, CSM coordinated monthly focus group with different student population, and a few students from each focus group would share out at monthly faculty meeting their challenges and needs at OHS. These student population included leadership class, Newcomer students, LGBTQI students, and African American Male students.</p> <p>Culture and Climate Team reviews culture and climate data points, and reviews, develop, and execute multi-tiered system of supports. The work we accomplished this year was developing a student centered culture and climate team. The students discuss and plan for relationship building opportunities, which they believe to be essential to building a positive learning experience. The adults on the Culture and Climate team narrowed our work to finding alternative ways in supporting 50 of our Tier 2 and 3 students who has a challenge behaviorally. We developed and implemented a OHS Student Support Plan intervention for 10 of those students, which includes weekly check-ins, goal setting, and recognitions.</p> <p>After School Program provides a wide range of opportunities for student to grow academically, professionally, and personally. These program include academic support, enrichment, youth leadership, and career readiness.</p> <p>SHOP 55 Wellness Center provides medical, mental health, and includes after school program staff and partners. A Wellness Center staff coordinates our weekly COST team meetings with over 300 referrals each year. For each referral that comes in, there is a team of Wellness Center staff that will screen and engage each student to identify risks and needs, and connect to service. Students also self referral for reproductive health services, minor and major first aid, or seeks to participate in an after school program service. The co-location of all these services has made the stigma of seeking service not a barrier for students.</p> <p>Parents Liaison works to support incoming new families at registration week, fall tours of campus, spring early invitation for families slated to come to Oakland High, and Summer Bridge recruitment.</p> <p>Future Center provides college readiness supports such as college application completion, scholarship completion, and financial aid completion. They work closely with Senior Seminar teachers to push in and provide workshops and assistance in college matriculation completion. In addition, they have college advisors intentionally working regularly with Newcomer Senior Seminar Class and in the Manhood Development class.</p> <p>The things we planned for this year, but did not get to accomplish due to funding, capacity, or lack of time are bringing on a Restorative Practice Facilitator, sending parents to conferences, training teachers and executing school-wide transcript and A-G evaluation for all students, creating high school playbook with how to prepare and go to college, sending school counselors to PD outside of what's provided with OUSD, and covering fees related to college applications. We had another organization pay for the incentives for Seniors who completed college matriculation steps.</p>	Fully Implemented	Highly Effective	<p>In 2017-2018, students redeemed 7,820 PROPS tickets. This is close to 3,000 more than the year before. As of April 2018, students redeemed close to 6,200 PROPS tickets. Students redeem by turning into Main office for raffle or at PROPS Shop. During our weekly PROPS Shop during lunch, an average of 25 students would visit. The main users of the PROPS shop are 9th grade students, SDC students, and Newcomers. In addition, there are a number of PROPS tickets that aren't redeemed because teachers have in-class incentive using PROPS (i.e. extra time on assignment).</p> <p>Wellness Center Data for 2017 - 2018:</p> <ul style="list-style-type: none"> - 65% of students utilized the Wellness Center (1,019 out of 1,568 students) - 6,549 total visits - 41% of visits were for first aid (We provide 15-20 minute triage and send students back to class so less instructional time is missed vs. students being sent home) - 41% of visits were for individual behavioral health - 14% of visits were for medical service (i.e. sports physical or reproductive health) - 2% of visits were for group visits (i.e. anger management, coping skills, etc.) - 2% of visits were for dental - 98% of all visits resulted in students returning back to class <p>We believe that all our comprehensive student support strategic actions, which has been in in place for 2 or more years contributed to the following data growth:</p> <p>On track by end of 9th grade:</p> <ul style="list-style-type: none"> - 2015-2016: 41% of 9th grade at risk; 13% post secondary competitive - 2016-2017: 27% of 9th grade at risk; 20% post secondary competitive - 2017-2018: 20% of 9th grade at risk; 27% post secondary competitive <p>Cohort Graduation:</p> <ul style="list-style-type: none"> - 2016-2017: 72.4% graduation rate - 2017-2018: 81% graduation rate <p>African American graduation rate</p> <ul style="list-style-type: none"> - 2016-2017: 77.1% African Americans graduated - 2017-2018: 89.9% of African Americans graduated <p>Financial Aid Completion:</p> <ul style="list-style-type: none"> - 2016-2017: 87% of seniors completed financial aid application - 2017-2018: 93% of seniors completed financial aid application
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IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
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Conditions for Student Learning (School Climate and Culture)	<ul style="list-style-type: none"> - 75% of all students will indicate that there is an adult on campus that cares about them as measured by the California Healthy Kids Survey. - 80% of 9th grade students on track for high school graduation and beyond by end of school year - No more than 7% of African American students are suspended; and no more than 2% of the school population is suspended 	All Students	58.3% indicate having a caring adult on campus; 60.7% of 9th graders on track for graduation and beyond by end of school year; 8% of African American students are suspended; 3% of student population was suspended	68% indicate having a caring adult on campus; 70% of 9th graders on track for graduation and beyond by end of school year; As of 4/12, 8.7% of African American students are suspended; 3.5% of student population suspended	75% indicate having a caring adult on campus; 80% of 9th grade students on track for graduation and beyond by end of school year; No more than 7% of African American students are suspended No more than 2% of school population suspended	Decrease in suspension rate.
College Access	<ul style="list-style-type: none"> - 95% of all seniors will complete the FAFSA on time - 70% of all seniors will graduate from Oakland High and enroll into a 2 year or 4 year college - 60% of Latino/a seniors enrolled in 2 year or 4 year college 	All Students	93% of seniors completed FAFSA; 62.7% of seniors enrolled in 2 or 4 year college; 49.2% of Latino seniors enrolled in 2 or 4 year college	90% of seniors completed FAFSA 65% of seniors enrolled in 2 or 4 year college 55% of Latino seniors enrolled in 2 or 4 year college	95% of seniors completed FAFSA 70% of seniors enrolled in 2 or 4 year college 60% of Latino/a seniors enrolled in 2 or 4 year college	Increase in graduation rate.
Differentiated Interventions	<p>See OHS Multi-Tiered System of Supports for Tiered Intervention: (Copy and paste link): https://tinyurl.com/y4x8nya3</p> <p>Tier 1 Goal: Maintain school wide acknowledgement system (PROPS), Student Support Pods (Admin, Counselor, and Case Manager), 9th Grade Family/ Pathway placement & engagement, Support services in Wellness Center & Future Center, After School Program, Orientation assemblies and community building events, etc. to ensure students have the knowledge, opportunities, and adult support needed to navigate their high school experience. Between 2014 to 2018, we seen a significant decrease in Universal Office Referrals (1,191 to 214), and believe our Tier 1 strategies contributes to positive learning environment.</p> <p>Tier 2 & 3 Goal: - 75% of students who received COST referrals that was connected to Tier 2 or 3 service in Wellness Center has met treatment goals as indicated by Service Provider Exit Referral Survey. - 95% of students receiving a tier 2 intervention through the Wellness Center indicate they are satisfied with the service as indicated by Wellness Center Student Satisfaction Survey.</p>	All Students	214 universal office referral forms submitted 54% of students connected to a Tier 2 or 3 service met progress in treatment goals (this was a total of 58 out of 107 students) 92% of students connected to Tier 2 or 3 service in Wellness Center indicated they are satisfied with service	200 universal office referral forms submitted 65% of students connected to a Tier 2 or 3 service met progress in treatment goals 95% of students connected to Tier 2 or 3 service in Wellness Center indicated they are satisfied with service	200 universal office referral forms submitted 75% of students connected to a Tier 2 or 3 service met progress in treatment goals 95% of students connected to Tier 2 or 3 service in Wellness Center indicated they are satisfied with service	Increase in graduation rate.

THEORY OF ACTION

Theory of Action	<p>If we build positive and supportive relationships; If we provide a safe environment; If we have a common vision for all students; If we have a school structure and staff that supports the school's vision; If we have supports and interventions accessible to the diverse needs of our students; If we provide rigorous academics; If we provide opportunities to strengthen literacy skills;</p> <p>Then students will graduate and be ready for college and life endeavors.</p>
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How are you supporting English Language Learners?	Culture building activities will be accessible in various languages. In addition, any interviews, surveys, or focus groups will include the participation of English Language Learners to better understand their experience and need.
How are you building conditions for students and adult learning?	In addition to being relationship centered, we work collectively (in respective teams or as a whole school) to recognize achievement, growth, and develop plans and supports to decrease barriers for learning.

STRATEGIC ACTIONS										
STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
3 Case Managers to complete student support team for 9th grade families and Academies		\$232,341.96		Enter object code at left.		Enter position number at left.	3.00	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
2 Additional Case Managers to complete student support team for 9th grade families and Academies		Listed in tab 2: Enabling Conditions; Line 85 & 86		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
AAMA Facilitator to support the kings and provides schoolwide support for African American males		\$45,982.00		Enter object code at left.		Enter position number at left.	1.00	Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
1.5 FTE for Counselor services to ensure each pathway has dedicated counseling supports for each pathwa		Listed in Tab 2: Enabling Conditions; Line 70 and 71		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.		TBD		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Contract to coordinate and provide of After School Program services that includes academic support, enrichment programs, and internships.		Listed in tab 2: Enabling Conditions; Line 32		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Hire a parent liasion consultant to make connections with parents and families and invite them to a series a schoolwide events designed to increase parent and family capacity to support their scholars	Title I: Parent Participation	\$7,255.07		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 6: Parents and families are engaged in school activities.
Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture initiative	General Purpose Discretionary	\$20,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
The student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate opportunities for recognition	General Purpose Discretionary	\$20,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Climate & Culture Team Stipends	Measure N	\$3,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously		\$1,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Future Center and Senior Seminar teachers (including Newcomer Senior Seminar) & AAMA class to collaborate on timeline of activities and assignments to support Seniors with applying to college, financial aid completion, and matriculation towards college enrollment.		N/A		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Senior incentives for completing college matriculation steps (i.e. prom tickets, college paraphernalia, college dorm kit, and school supplies)	General Purpose Discretionary	\$5,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 2: Students are proficient in state academic standards.

Funds to support Seniors with fees related to college applications (i.e. applying and sending SAT scores)		\$5,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
DCAC Counselor to help manage work plan, communication, and support with college readiness activities. This will help maximize the efforts of the college service providers.		\$18,000.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Oakland Promise contract with EBCF to support persistence services and outreach for students.		Listed in tab 2: Enabling Conditions; Line 72		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
The Wellness Center provides support and resources for students with disability through the COST team. There are close to 15 on site organizations that provides a service through SHOP 55 Wellness Center, and additional off-site organizations with a developed a referral system.		N/A		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
The Wellness Center provides support and resources for homeless youth through the COST team. There are close to 15 on site organizations that provides a service through SHOP 55 Wellness Center, and additional off-site organizations with a developed a referral system.		N/A		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
The Wellness Center provides support and resources for foster youth through the COST team. There are close to 15 on site organizations that provides a service through SHOP 55 Wellness Center, and additional off-site organizations with a developed a referral system.		N/A		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
The Wellness Center provides support and resources for economically disadvantage youth through the COST team. There are close to 15 on site organizations that provides a service through SHOP 55 Wellness Center, and additional off-site organizations with a developed a referral system.		N/A		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
School wide community building (Field Day). Organized by students on Culture and Climate Team.	General Purpose Discretionary	\$5,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Stipends for 9th grade teacher leads to develop and assess strategies of how to support 9th grade students that are not high school ready and off-track for high school graduation	Measure N	\$7,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
Incentives for students attached to tier 2 and 3 interventions	General Purpose Discretionary	\$8,000.00		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.
2 Full time CAMP Mentors to provide cross age mentoring program by co-facilitating 2 class section on master schedule for 9th grade students who come into OHS not high school ready.		N/A		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 1: Graduates are college and career ready.
Participation in CORE Disticts - Freshmen Success Team to get consultation on how to get more students on-track for high school graduation and beyond		N/A		Enter object code at left.		Enter position number at left.		Building the Conditions	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	SSC & SELLS combined	Shared rationale and overview of site plan.
12/12/2017	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/19/2017	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
1/15/2018	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.
2/6/2018	SPED Parent Engagement	Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.
Date	Stakeholder Group	Engagement Description
3/6, 3/13, 3/20	Admin Team	Discussion was held to review all the parts of the Site Plan Tool. In addition, administrators worked on comple
3/21/2019	SSC	SSC will approve Title I budget and look at schoolwide data to address to complete needs assessment & outc
3/11/2019	TILT	Discussed the 19-20 PD plan focused on PBL
3/12/2019	Climate and Culture	Comprehensive school supports goal setting and strategic action brainstorm
4/3, 4/11	Pathway Directors	Discussed pathways goals pathway buget develppment. Work based learning goal setting and brainstorming