

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

June 27, 2018

To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Oakland High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The site plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.

Discussion:

The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.

Fiscal Impact:

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

- Title I Schoolwide Plan
- 21st Century Learning
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Oakland High School.



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

Legislative File ID No: 18-1329
Introduction Date: 6/27/18
Enactment No.: 18-1132
Enactment Date: 6/27/18
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Oakland High School
CDS Code: 1612590135905
Principal: Matin Abdel-Qawi
Date of this revision: 5/14/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

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

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

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

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Oakland High School

Site Number: 304

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

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

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

Date(s) plan was approved: 5/24/18

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

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

Signatures:

Matin Abdel-Qawi
 Matin Abdel-Qawi, School Principal

Charlene Johnson
 Name of SSC Chairperson

Preston Thomas, Network Superintendent

Marla Williams
 Marla Williams, Officer, State and Federal Programs

[Signature]
 Signature

[Signature]
 Signature

[Signature]
 Signature

5/24/18
 Date

5/24/18
 Date

6/4/18
 Date

6/5/18
 Date

2018-19 SPSA ENGAGEMENT TIMELINE**School Site:** Oakland High School**Site Number:** 304

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/31/2018	Admin Team	Discussion was held to review all the parts of the Site Plan Tool. In addition, administrators worked on completing the section on enabling conditions.
2/1/2018	SSC	SSC will look at schoolwide data to address to complete needs assessment & outcome.
2/12/2018	TILT	Language and literacy goal setting and strtegic action brainstorm
2/13/2018	Climate and Culture	Comprehensive school supports goal setting and strategic action brainstorm
2/8/2018	Pathway Directors	Work based learning goal setting and brainstorming
2/15/2018	SSC	Needs assessment and targeted outcomes data dive and identification of challenges and barriers

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$470,400.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$1,014,158.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$25,000.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$1,509,558.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$335,651.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$8,255.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$214,731.00	TBD
TOTAL:	\$558,637.00	\$0.00

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Oakland High School

School ID: 304

School Description

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

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

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

School Mission and Vision

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

Family & Student Engagement

SCHOOL DATA SLIDES

[Oakland High Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	Increase in AA graduation rates from 2014-15 to 2015-16 from 62% to 70.5%. Asian graduation rate remain steady, there is a dip in 2014-15 but still much higher than 2013-14. Gender - Female graduation rates remain steady across all ethnicities (approx. 80%).	High school readiness. English fluency - Harmful effects students reaching grade level. Truancy issues - Consistent with all credit recovery classes(low attendance rate). Engagement issues. Resources/Outreach to families. Communication between school & families(building bridges w/ parents).	Family engagement improvements-Monthly newsletter thru the PTA or website. Facebook & Instagram to help communicate w/ parents. Community building between teachers to support students. High school readiness w/ intervention classes. Early identification for intervention. High school should begin to communicate with middle school to assess needs. Outreach with feeder schools.

On Track to Graduate (11th Grade)	Overall, females have higher rates of on-track than males. Coming out of 9th grade, the rate of off-track is only 26.2%	Mid-way thru 17-18, the off track rate has jumped to 57%, with Newcomers and males leading the way in off-track. Math has the lowest on-track rate, across all grade levels and pathways. VAAMP pathway has disproportionately high off-track rates in Math. More than 70% of Newcomer program is off-track to graduate across all grade levels. AA (68.5%) and Latino (72%) are further off-track at end of 11th grade. Numbers are significantly worse for males in both.	All-male, inter-pathway math intervention courses. VAAMP math summer school program. Newcomer summer school program for math and English
A-G Completion	Increased after 2013-14. Average increase about 7%. Female A-G decreased 2011-12 to 2013-14.	Need more students to meet the A-G requirement. Parent participation. Summer school enrollment. Contents of the comment core harder for students to adjust to.	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. Increase SRI scores.
SBAC ELA	Increase after 2015-2016 was an increase by 2.1 percent.		Provide additional classes either through the school day or after school to offer more support. Take practice exams, to train students test taking skills on computer and general mind set. Provide incentives for high performance.
SBAC Math		The students that did not meet standards increased by 2 percent.	Provide additional classes either through the school day or after school to offer more support. Take practice exams, to train students test taking skills on computer and general mind set. Provide incentives for high performance.
AP Pass Rate/Dual Enrollment Pass Rate	Number of students enrolled in a DE class increased from the fall semester last year to the spring semester last year from 136 to 150	Percentage of students receiving a A, B, or C decreased from the fall to the spring semester	Continue to identify classes that are of high interest to students. Develop a system to recruit Peralta instructors that have the ability to connect with high school students.
Pathway Participation/CTE Enrollment*	100% of all Gen Ed scholars in grades 10 - 12 are now in pathways. 97% of all students.	Hiring of CTE credentialed teachers	At this point we have barriers. Although the dashboard indicates that there are 3 Gen Ed scholars not in a pathway. It's a data entry issue and not an indication that there not in a pathway.
English Learner Progress	50% of the students English Language learners have met SRI year progress.	42% (148 students) of English Language learners are Long Term English Language learners and.....	It continues to be a challenge to provide specific PD on strategies to support LTELs in Gen Ed classes. Our goal is to get the LTEL data out to all teachers earlier in the year and to incorporate PD focused on strategies in August.
Suspension Rate	15-16 4.8%, 16-17 4.4% and 2017-18 2.9% decrease year over year rate. Suspensions down among all subgroups	We continue to suspend African American males with IEPs far more than we should. Our biggest challenge is that we still don't know how to support all the different types of disabilities our scholars present. Part of the problem is resources. The primary contributing factor is that the least effective teachers are responsible for the most challenging scholars.	Our suspension rates continue to decrease year to year. We will continue to reflect on and adjust our efforts to improve our Climate and Culture to support all scholars.

1C: STUDENT PERFORMANCE GOALS & TARGETS							
	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	By 2021 we anticipate having a graduation rate of at least 80%. That reflects at least a 2% increase each year beginning with the 16-17 school year.	Goal 1: Graduates are college and career ready	All Students	72.4% (2015-16)	77.0%	79.0%	Increase in graduation rate
On Track to Graduate (11th Grade)	By 2021 we anticipate having a 11th grade On Track to Graduate of 60%. That reflects an average of 2.3% increase each year consistent with the increase between 15-16 and 17-18.	Goal 1: Graduates are college and career ready	All Students	48.1%	50.4%	52.0%	Increase in graduation rate
A-G Completion	By 2021 we anticipate having an A-G completion Rate of at least 57%. That reflects at least a 2% increase per year.	Goal 1: Graduates are college and career ready	All Students	48.4%	50.5%	52.5%	Increase in graduation rate
SBAC ELA	By 2021 we anticipate the percentage of scholars scoring in the SE and SM bands of the ELA SBAC to be at least 48%. That reflects a 2% increase per year starting with the 40.4% in 16-17.	Goal 2: Students are proficient in state academic standards	All Students	40.4%	42.0%	44.0%	Increase in reading/writing achievement as assessed by SRI
SBAC Math	By 2021 we anticipate the percentage of scholars scoring in the SE and SM bands of the math SBAC to be at least 28%. That reflects a 2% increase per year starting with the 19.9% in 16-17.	Goal 2: Students are proficient in state academic standards	All Students	19.9%	22.0%	24.0%	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
AP Pass Rate	By 2021 we anticipate an AP Pass Rate of at least 6.8%. This reflects a 0.5% increase per year beginning with 5.3% pass rate during the 17-18 school year.	Goal 1: Graduates are college and career ready	All Students	5.3%	5.8%	6.3%	Improve access and increase academic offerings for students
Dual Enrollment Pass Rate	By 2021 we anticipate maintaing a Dual Enrollment Pass Rate average for the 2 semesters of at least 80%.	Goal 1: Graduates are college and career ready	All Students	80.0% average for the 2 semesters	80.0%	80.0%	Improve access and increase academic offerings for students
Pathway Participation/ CTE Enrollment*	By 2021 we anticipate having 100% of all Gen Ed scholars enrolled in a pathway.	Goal 5: Students are engaged in school everyday	All Students	97.0%	98.0%	99.0%	Increase in graduation rate
English Learner Progress	By 2021 we anticipate having improved our ability to increase ELL reclassification rate at least 5% per year over the current reclassification rate.	Goal 4: English learners are reaching English fluency	All Students	64.7%	70.0%	75.0%	Increase in reading/writing achievement as assessed by SRI
Suspension Rate	By 2021 we anticipate having a suspension rate no higher than 3.0%	Goal 5: Students are engaged in school everyday	All Students	4.4%	4.0%	3.7%	Decrease in suspension rate

School: Oakland High School	School ID: 304
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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
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1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	3: Mostly	All pathways include a vision and mission that provide a clear, concise, compelling picture of what the pathway aims to achieve, describes its fundamental reason for being. We have internships and CTE courses that align to fulfil that vision.	Include electives / departments / newcomers that are not embedded into a pathway and help them feel more a part of pathways. Our students with IEP's how do we make sure their needs are being met as we continue to seek a LRE in our pathways. LTELS who are in pathways and our ability to support them to be redesigned.
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?	3: Mostly	Each pathway and family is supported by 1 admin, 1 case manager, and 1 counselor. Leader was able to distribute the ownership of completing this document to different parts or componenets to the stakeholders invested in each tab	We can support the persons involved in resourcing our pathways by making those supports more visible. We can build a better shared understanding within the staff on how these resources are aligned.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	3: Mostly	Admin and pathway directors are deliberate in creating goals and a course of study that supports pathway development. Using data and other information we reflect on it to help make decisions and improve student outcomes.	Building more leadership capacity within our school to support the pathways in growth.
School Leadership & Vision Goal for 2018-19:	By June 2019, all leaders will demonstrate, communicate, and commitment to the pathway mission and vision to effectively engage our varous sub groups (ie. Newcomers, SPED, LTELS, AA Males) that are not being served effectively or consistently by pathways.		

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	Each pathway and family is supported by a Pod consisting of 1 admin, 1 case manager, and 1 counselor, SPED case carrier. Leader was able to distribute the ownership of completing this document to different parts or componenets to the stakeholders invested in each tab	Building additional PD that focus on supporting EL students and newly transitioned "newcomers" who enter a pathway.
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?	4: Completely	All leadership teams- SSC, Culture & Climate, PLCs, TILT, academy directors - have a shared understanding of the school's goals within the context of pathway development.	Although not leadership teams, there is a need to better incorporate PTSA, SPED, Newcomer and classified staff in the understanding of school's goals within the context 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	Equitable distribution of students in 9th grade families and academies, building on process to inform students and families on with pathways info sessions.	What decisions are made are not as clear. Decisions making process of all stakeholders need to be clear.

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)?	4: Completely	Resources budgeted to allow for 8-period block schedule; positions for pathway coach, work-based learning liason; master schedule provides for common planning time for pathways; Measure N moneys allocated to each pathway; common planning period to allow for teacher meeting and planning time.	More efforts can be made to distribute resources equitably considering the inequitable distribution of outside funding source.
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	Blended case loads for SPED teachers to better support the interegration of SPED students to 9th grade families and pathways. The 9th grade options process includes student choice and heterogenius grouping into pathways. School counseling model that allows for school counseling access at every grade level.	Transition New Comers in to our pathways. Development of policies to better support departments that are not connected to pathways. There is room for improvement for equity of achievement as it relates to SPED students in pathways. We struggle to keep students on track to graduate which results in a high level of attrition.
Systems & Structures Goal for 2018-19: By June 2019 all leaders will increase their understanding and commitment to making sure all pathways serve all scholars with the goal of preparing them to graduate from Oakland High college and career ready, on time, meeting A-G requiremnts.			

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
1.0 FTE for Assistant Principal to align to pathway pod structure to support Linked Learning pathway development	Whole School	All Students	Measure N	\$139,191.34	1305	10APRH0010	Comprehensive Student Supports	A1.1 Pathway Programs
.5 FTE for Pathway Coach to support Linked Learning Pathway development	All Pathways	Low-Performing Students	Measure N	\$71,594.26	2305	CCCPS9999	Building the Conditions	A1.1 Pathway Programs
1.0 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	All Pathways	Low-Performing Students	Measure N	\$58,468.70	1105	K12TCH2550	Rigorous Academics	A1.3 A-G Completion
1.0 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	All Pathways	Low-Performing Students	Measure N	\$66,266.24	1105	K12TCH2214	Rigorous Academics	A1.3 A-G Completion
1.0 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	All Pathways	Low-Performing Students	Measure N	\$67,464.66	1105	K12TCH2637	Rigorous Academics	A1.3 A-G Completion
1.0 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	All Pathways	Low-Performing Students	Measure N	\$68,462.38	1105	K12TCH2636	Rigorous Academics	A1.3 A-G Completion
.05 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	All Pathways	Low-Performing Students	Measure N	\$4,012.50	1105	K12TCH0207	Rigorous Academics	A1.3 A-G Completion

.66 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	All Pathways	Low-Performing Students	Measure N	\$44,348.80	1105	K12TCH0001	Rigorous Academics	A1.3 A-G Completion
Allocation to ESA for Pathway Development	Whole School	All Students	Measure N	\$30,000.00	4399		Career Technical Education	A1.1 Pathway Programs
Allocation to PHA for Pathway Development	Whole School	All Students	Measure N	\$20,000.00	4399		Career Technical Education	A1.1 Pathway Programs
Allocation to PLTW for Pathway Development	Whole School	All Students	Measure N	\$70,000.00	4399		Career Technical Education	A1.1 Pathway Programs
Allocation to VAAMP for Pathway Development	Whole School	All Students	Measure N	\$30,000.00	4399		Career Technical Education	A1.1 Pathway Programs
Allocation to SJR for Pathway Development	Whole School	All Students	Measure N	\$20,000.00	4399		Career Technical Education	A1.1 Pathway Programs
Allocation to New Comer Pathway for Pathway Development	Whole School	All Students	Measure N	\$35,000.00	4399		Comprehensive Student Supports	A4.1 English Learner Reclassification
Allocation for 9th grade families to support the teachers for the PLC so they can support students for scholars that need more intensive supports.	All Pathways	All Students	Measure N	\$23,529.03	1120		Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Allocation for 9th grade families to support the teachers for the PLC so they can support students for scholars that need more intensive supports.	All Pathways	All Students	Measure N	\$16,000.00	5826		Comprehensive Student Supports	A2.9 Targeted School Improvement Support
4 case managers that align to a pathway and a 9th grade family to do SSTs, RJ, COST, support all climate and culture efforts. 4 on base and 1 MN	All Pathways	All Students	Central Resources	\$260,000.00	2205		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)
The entire staff will continue to focus on our 4 PD goals: 1. 3 Signature Strategies (SEL), 2. Checking for Understanding (CFU), 3. Backwards Mapping, 4. Literacy (see details on L & L Actions tab)	Whole School	Low-Income Students	Measure N				Rigorous Academics	A1.3 A-G Completion
Equipment to support scholars ability to access and engage in the core curriculum	Whole School	Latino Students	Title I: Basic	\$4,833.85	4474		Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials
Supplies for scholars to access and engage in the core curriculum	Grade Level Team	Low-Performing Students	Title I: Basic	\$2,907.20	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
We will continue to create the least restrictive environment for all scholars with IEPs. The 8 SPED teachers and the Paras will continue to push into general ed classes in addition to staffing the Learning Center.	Grade Level Team	Students with Disabilities					Rigorous Academics	
0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Whole School	African American Males	Title I: Basic	\$26,957.19	1105	K12TCH0236	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS

0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness	Whole School	African American Males	Title I: Basic	\$30,912.97	1105	K12TCH0335	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS
0.6 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Whole School	African American Males	Title I: Basic	\$45,640.46	1105	K12TCH2189	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS
0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness	Whole School	African American Males	Title I: Basic	\$47,581.48	1105	K12TCH0118	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS
0.6 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Whole School	African American Males	Title I: Basic	\$52,343.54	1105	K12TCH0850	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS
0.6 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Whole School	African American Males	Title I: Basic	\$53,431.10	1105	K12TCH2152	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS
0.6 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	Whole School	African American Males	Title I: Basic	\$71,043.62	1105	K12TCH1240	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS
Supplies for scholars to access and engage in the core curriculum	Whole School	Low-Performing Students	LCFF Concentration	\$25,000.00	4310			A2.3 Standards-Aligned Learning Materials
Extended time for teachers to support academic acceleration and collaboration	Whole School	Low-Performing Students	LCFF Supplemental	\$30,959.25	1120			A2.5 Teacher Professional Development for CCSS & NGSS
Subs to support academic acceleration and collaboration	Whole School	Low-Performing Students	LCFF Supplemental	\$12,383.70	1150			A2.5 Teacher Professional Development for CCSS & NGSS
Books other than textbooks to support reading intervention			LCFF Supplemental	\$10,000.00	4200			A2.3 Standards-Aligned Learning Materials
Supplies for scholars to access and engage in the core curriculum			LCFF Supplemental	\$36,739.38	4310			A2.3 Standards-Aligned Learning Materials
Computer supplies to support intervention and acceleration			LCFF Supplemental	\$5,000.00	4315			A2.3 Standards-Aligned Learning Materials
Computers to support intervention and acceleration			LCFF Supplemental	\$15,000.00	4420			A2.3 Standards-Aligned Learning Materials
Conference expenses for professional development to support academic acceleration or English Language Learners			LCFF Supplemental	\$10,000.00	5220			A2.5 Teacher Professional Development for CCSS & NGSS
Dues and membership fees			LCFF Supplemental	\$3,000.00	5300			

IT Computer Tech			LCFF Supplemental	\$100,280.00	5737			
Contracts to support academic acceleration			LCFF Supplemental	\$40,000.00	5825			
0.33 English Teacher			LCFF Supplemental	\$19,605.97	1105	K12TCH2329		
0.3 PE Teacher			LCFF Supplemental	\$19,648.10	1105	K12TCH0661		
0.33 Science Teacher			LCFF Supplemental	\$21,003.82	1105	K12TCH2314	Rigorous Academics	A1.3 A-G Completion
0.33 English Teacher			LCFF Supplemental	\$21,612.91	1105	K12TCH1308	Rigorous Academics	A1.3 A-G Completion
0.3 Science Teacher			LCFF Supplemental	\$21,756.98	1105	K12TCH1200	Rigorous Academics	A1.3 A-G Completion
0.3 Science Teacher			LCFF Supplemental	\$22,087.39	1105	K12TCH0852	Rigorous Academics	A1.3 A-G Completion
0.325 Science Teacher			LCFF Supplemental	\$22,167.74	1105	K12TCH2503	Rigorous Academics	A1.3 A-G Completion
0.33 Mathematics Teacher			LCFF Supplemental	\$22,838.03	1105	K12TCH2107	Rigorous Academics	A1.3 A-G Completion
0.34 Mathematics Teacher			LCFF Supplemental	\$22,846.35	1105	K12TCH0001	Rigorous Academics	A1.3 A-G Completion
0.345 Environmental Science Teacher			LCFF Supplemental	\$23,182.32	1105	K12TCH0160	Rigorous Academics	A1.3 A-G Completion
0.3 World Languages Teacher			LCFF Supplemental	\$23,262.75	1105	K12TCH0140	Rigorous Academics	A1.3 A-G Completion
0.33 Art Teacher			LCFF Supplemental	\$26,494.93	1105	K12TCH1675	Rigorous Academics	A1.3 A-G Completion
0.5 Mathematics Teacher			LCFF Supplemental	\$32,871.45	1105	K12TCH2378	Rigorous Academics	A1.3 A-G Completion
0.5 Newcomer Biology Teacher			LCFF Supplemental	\$33,842.53	1105	K12TCH2578	Rigorous Academics	A4.3 Newcomer Programs
0.4 Social Studies Teacher			LCFF Supplemental	\$35,772.66	1105	K12TCH2531	Rigorous Academics	A1.3 A-G Completion
0.6 Newcomer History Teacher			LCFF Supplemental	\$40,435.78	1105	K12TCH0236	Rigorous Academics	A4.3 Newcomer Programs
1.0 Mathematics Teacher			LCFF Supplemental	\$69,455.35	1105	K12TCH2377	Rigorous Academics	A1.3 A-G Completion
1.0 Mathematics Teacher			LCFF Supplemental	\$74,743.04	1105	K12TCH0966	Rigorous Academics	A1.3 A-G Completion
Extended time for teachers			General Purpose Discretionary	\$12,383.70	1120		Rigorous Academics	A1.3 A-G Completion
Subs			General Purpose Discretionary	\$12,383.70	1150		Rigorous Academics	A1.3 A-G Completion

Classified OT			General Purpose Discretionary	\$8,668.59	2225		Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Clerical OT			General Purpose Discretionary	\$6,191.85	2425		Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Clerical Subs			General Purpose Discretionary	\$6,191.85	2450		Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Textbooks			General Purpose Discretionary	\$4,010.05	4100		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Books other than textbooks			General Purpose Discretionary	\$5,000.00	4200		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Supplies			General Purpose Discretionary	\$15,979.90	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Paper			General Purpose Discretionary	\$15,000.00	4350		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Equipment			General Purpose Discretionary	\$5,000.00	4410		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Computer			General Purpose Discretionary	\$5,000.00	4420		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Copier			General Purpose Discretionary	\$5,000.00	4425		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Furniture			General Purpose Discretionary	\$15,000.00	4432		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
AV Equipment			General Purpose Discretionary	\$5,000.00	4474		Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Mileage Reimbursement			General Purpose Discretionary	\$1,000.00	5210			
Dues and membership fees			General Purpose Discretionary	\$7,000.00	5300			
Copier maintenance agreements			General Purpose Discretionary	\$30,000.00	5610			
Facility rentals			General Purpose Discretionary	\$10,000.00	5624			
Interprogram duplication services			General Purpose Discretionary	\$2,000.00	5716			
Interprogram maintenance work orders			General Purpose Discretionary	\$6,000.00	5720			

Interprogram postage			General Purpose Discretionary	\$5,000.00	5724			
External work orders			General Purpose Discretionary	\$4,000.00	5826			
Licensing agreements			General Purpose Discretionary	\$15,000.00	5846			
Postage			General Purpose Discretionary	\$2,500.00	5910			
0.5 FTE school treasurer			General Purpose Discretionary	\$23,584.17	2405	SCHTRE0006		
1.0 Life Guard			General Purpose Discretionary	\$37,074.23	2205	LIFEGU0003		
1.0 PE Attendant			General Purpose Discretionary	\$40,447.10	2205	PEATTN0005		
1.0 PE Attendant			General Purpose Discretionary	\$41,269.88	2205	PEATTN0020		
1.0 Textbook Clerk			General Purpose Discretionary	\$52,163.89	2405	TXTCLK0020		
1.0 Secretary			General Purpose Discretionary	\$72,551.09	2405	SECHIG0024		

LANGUAGE & LITERACY

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

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>Our school-wide goal for '17-'18 was the following: "We will improve our students' ability to read complex text, their ability to support written and spoken claims with text based evidence, and their use of academic language through the use of discipline specific strategies as evidenced by SRI scores, classroom observations, and student work. Each department was asked to pick their own focus under this umbrella goal and engage in a group inquiry around their established goal during their department meetings. The Instructional Teacher Leader met with the department heads, once a month, to support their leadership around this work. In addition to this, we hired a full time reading intervention teacher who worked solely with 9th grade students with below grade level SRI scores. She utilized LightSail as her intervention tool. We also had a full time coach who worked with our newcomer department. She provided one on one coaching as well as professional development on essential practices for ELL achievement: 1) Access and Rigor - Adoption of National Geographic Learning Curriculum that prepares students with Common Core state standards. Students are supported with appropriate levels of scaffolding in ELD. Students receive daily instruction in both English Language Arts and English Language Development. PD for teachers on EL strategies including reconstruction of complex text 2) Integrated and designated ELD - ELLs receive designated ELD and integrated ELD in every content area. Teachers have received PD specifically on creating content language objectives that are clear and measurable. In addition all content areas implement the use of oral, reading and writing production of the English language. 3) Data Driven- With the adoption of curriculum there is a clear entrance and exit criteria to move to the next English level placement. ELLs have engaged with data snapshot to allow for reflection on assessments and set goals for reclassification. Specific courses have been offered to meet the needs of subgroups of ELL students, specifically SIFE students. In addition, SIFE students take a math literacy and fundamentals course to support latitude movement in math. Moreso, dual enrollment opportunities are offered in ESL with a focus for listening and speaking in English.</p>	Partially Implemented	Somewhat Effective	<p>Giving each department the autonomy to decide their own literacy focus was effective, in that it gave departments ownership over the strategies and skills they honed in on. Out of nine departments, five did pick a focus and engaged in inquiry around their goals. The inquiry itself was implemented differently across the departments, but the focus was around collaborating on a problem of practice related to literacy. For example, the math department chose to focus on guiding their students to use clear mathematical language to support their reasoning. Teachers in the English department chose their own individual inquiry questions and provided each other with feedback through structured consultancies. The remaining four departments, which did not pick a focus or goal, expressed that other needs were more pressing. Once the school year started, it was apparent that the underlying goal was actually to encourage teacher collaboration and inquiry. Therefore, it was difficult to measure the impact of the implementation on student literacy outcomes. Rather, the impact was on the culture of the department meetings. The impact of hiring a full time reading teacher was more clear; she taught a total of 24 students. At mid-year, the students gained _____ in their SRI scores. _____ reclassification</p>

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	By midyear of 2019, we will see a 10% decline in the "multiple years below grade level" band for 9th grade students' mid-year SRI scores, and 10% growth in the "at grade level" band.	All Students	49.1% of 9th graders were multiple years below grade level at mid-year; 5.1% of 9th graders were at grade level.			
Common Core	By Spring of 2019, we will see a 50% growth in the "standards nearly met" category in both ELA and Mathematics on SBAC into the higher bands. We will move 40 students to a higher band level.	All Students				

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 students and adult learning?	We will provide Creative Writing teachers with collaboration time, at least once a month, to share curriculum and to discuss student work. We will also provide the English and Social Studies departments with professional development over the summer around teaching non-fiction text. With an increase in the amount of non-fiction text, and an increase in text complexity, we should see gains in students' reading scores.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
		We will meet on February 12th to discuss our language and literacy goals for 2018-2019.		The department heads will meet as a PLC on February 26th to assess the impact of the '17-'18 goal and to brainstorm strategic actions for '18-'19.

STRATEGIC ACTIONS							
Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Review SBAC data in Teacher Instructional Leadership Team to evaluate goals.	Low-Performing Students		\$0.00			Rigorous Academics	A2.8 Data & Assessment
Provide a leveled classroom library for 9th grade ELA classes.	All Students	Central Resources	\$20,000.00	4200		Rigorous Academics	A3.2 Reading Intervention
Offer a summer PD for teachers on text complexity and non-fiction reading strategies.	All Students	Measure N	\$6,191.85	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Maintain a full-time STIP sub to provide release time for peer observation, collaboration, coaching conversations, etc.	All Students	LCFF Supplemental	\$45,286.41	1105	TCSTIP0684	Building the Conditions	A2.7 Class Size Reduction
Maintain a full-time STIP sub to provide release time for peer observation, collaboration, coaching conversations, etc.	All Students	Measure N	\$45,286.41	1105	TCSTIP0740	Building the Conditions	A2.7 Class Size Reduction
The 10th-12th grade ELA teachers will meet once a month as a PLC to vertically align the Senior Project.	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS
Develop a literacy walkthrough tool with department heads to identify visible teacher and student practices related to literacy.	All Students	Inkind				Building the Conditions	A2.1 Implementation of the CCSS & NGSS
Partner with the ELLMA office to provide PD with a focus on LTEL strategies for the entire staff in the fall.	Long-Term English Learners	Central Resources				Comprehensive Student Supports	A3.4 Teacher Professional Development focused on Literacy
Offer summer PD/retreat for newcomer ELD teachers to vertically align the Senior Project	English Learners					Rigorous Academics	A4.1 English Learner Reclassification

5. RIGOROUS ACADEMICS & CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2.2	2.6	2.4	The next step here is to develop better partnership with partners to get their support and input with fine tuning the POS. ESA had a successful partners meeting this year. Our goal is for all pathways to have a similar meeting before 12/18.
Integrated Core	1.6	2.2	2.4	PHA sent a team of teachers to the High Tech High PBL PD in SD this year to support their PH integrating into all subjects. VAAMP and ESA teachers participated in OUSD PBL PD last summer and both continue to develop integrated units for all subjects and grades. ESA with the support of their AP and PWC have developed beginning and end of the year units for grade levels. SJR and PLTW are developing integration themes as they continue to develop their POS.
Cohort Scheduling	1.6	2.2	3.4	The master schedule supports having all scholars in grades 10-12 in pathway specific classes. All teachers in each pathway have a common prep period. The 8 period day supports the scholars ability to take additional classes outside of their pathway like art, DE, and AP.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2.2	2.0	2.6	The growth opportunity here are for all pathways to increase and improve the integration of the pathway theme into all pathway classes while consistently increasing rigor by expecting that all scholars read complex text, improve their ability to support written and spoken claims with text based evidence, and their use of academic language through the use of discipline specific strategies
Collaborative Learning	2.4	1.8	2.6	Although our ILT consistently provides opportunities for teachers to learn about and investigate different collaborative teaching and learning structures many teachers often resort to lecture and independent work. As more teachers within pathways develop units developed with PBL best practices we anticipate an increase in collaborative teaching and learning structures.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	1.8	2.0	2.0	The ILT of which the pathway directors are apart of identified learning walks as a process to support the sharing of best practices. Although many teachers have participated in at least one learning walk it is difficult to get all teachers on board.
Collaboration Time	1.4	1.8	2.6	All pathways have a common prep period built into their weekly schedule. The efficiency to which the time is consistently used effectively varies from pathway to pathway. Some meet every week with a shared agenda in advance and others meet less frequently. As pathways increase their shared leadership model the collaboration time will become more efficient as more teachers begin to own different aspects of managing the pathway.
Professional Learning	1.8	2.2	2.0	Each pathway determines how to best allocate limited resources to provide additional PD opportunities for their teachers. PHA sent a group of teachers to High Tech High's PBL PD. PLTW constantly sends a teacher or two to the summer PLTW PD. All pathways also have the flexibility to use one Wednesday a month to support the professional development of their teachers. Additionally, all teachers at OHS participate in the schoolwide annual PD agenda.

SUMMARY OF 17-18 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?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Increased the number of dual enrollment classes. Revamped senior seminar class to support all seniors with graduate capstone and college readiness. Two pathways have taken significant strides to develop interdisciplinary units based on PBL best practices.	Partially Implemented	Somewhat Effective	78.4% of all courses were passed with a C or higher (fall semester 17-18)

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
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		Currently the PHA team has invested considerable time and resources to develop their PBL curriculum by attending the High Tech High PBL conference. Also teachers from ESA and VAAMP participated in an OUSD sponsored PBL PD last summer.		
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 (SJR 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		All seniors must complete and pass the senior capstone including research paper and presentation.	All seniors will have experienced a project based lesson/unit that supports the development of their senior capstone that is aligned to the theme of the pathway	

Course Passage Rates	Increase the number of semester course passage rate to 80% of all courses	All Students				
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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 PROPS 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.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams		
	Student focus groups	TILT	Pathway Directors PLC			

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Fees for free and reduced lunch students to take the advanced placement exam.	Low-Income Students	LCFF Supplemental	\$3,000.00	4310		Rigorous Academics	A2.9 Targeted School Improvement Support
Credit recovery academic intervention program to support more students to get on track to graduate	Low-Performing Students	Measure N	\$79,255.68	1120		Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Summer Bridge program for incoming 9th graders	All Students	Measure N	\$37,133.51	1120		Comprehensive Student Supports	A1.5 Summer Learning
Chromebook cart to support graduate capstone implementation across all classes.	All Students	Measure N	\$28,000.00	4420		Rigorous Academics	A2.9 Targeted School Improvement Support
Dual Enrollment textbooks for global courses	English Learners	Measure N	\$5,000.00	4200		Rigorous Academics	A1.1 Pathway Programs

<p>To increase the learning opportunities for scholars we operate a 8 period A/B block schedule. This allows all scholars to take 2 more classes per semester than the traditional 6 period day. The schedule allows scholars to take both remedial classes and more rigorous classes in addition to their regular classes.</p>	<p>Low-Performing Students</p>					<p>Comprehensive Student Supports</p>	
<p>Gifted and Talented youth are encouraged to enroll in AP and Dual Enrollment classes</p>	<p>African American Students</p>					<p>Rigorous Academics</p>	<p>A1.1 Pathway Programs</p>

WORK-BASED LEARNING**WORK-BASED LEARNING MEASURE N SITE ASSESSMENT**

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	1.8	2.0	2.4	Evidence that our scholars are given the opportunity to participate in off campus study tours are the two 6 inch binders that hold all of the Study Tour forms for the year. Each pathway spends considerable resources taking their scholars off campus to engage in experiences not possible on campus. The growth area here is to be more intentional and strategic. Each pathway needs to clearly articulate how each Study Tour supports the POS. Additionally, each pathway with support of the WBLL invites industry professionals to the campus to meet with our scholars. Often time our scholars will intern at one of their organizations at the end of their 11th grade year.
Pathway Outcomes	1.4	1.6	2.4	The growth area here is to more directly align the WBL experience with the curriculum experience to make sure scholars can make a direct connection between what happens in class at what is learned from industry experts and study tours.
Pathway Evaluation	1.2	1.6	1.6	As the pathways develop advisories with representatives from the industry we will be able to use their expertise to evaluate the scholar experience as compared to industry needs.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Hired Work Based Learning Liaison PHA: PBL includes strategic connections to WBL and community exposure experiences whenever possible PLTW: Prepare and plan to participate in design challenges around the bay area Project Based Learning Professional Development for pathway teachers	Fully Implemented	Highly Effective	<p>PLTW formed a Robotics and Girls Who Code Club. With the support of the club advisors students have applied engineering and design concepts to 1) build a robot and participate in Pioneers in Engineers Robotics Competition, and 2) design and build a Computer Science “CS” Impact Project that solves real world problems they care about through code.</p> <p>PHA PBL includes linkages to community partners serving as guest speakers and hosting career exploration visits. Community partners include: Alameda County Public Health, Alameda County Health Alliance, Doctors Without Borders, Samuel Merritt University, OUSD Nutrition Services, Mentoring Medicine, HEAL, and HCSA.</p> <p>ECCO Summer Internship Program From 2015-2016 100% increase of overall(30- 60 interns) 150% increase in African American Male (2 - 5 interns) Increase in Latino Male (0 - 4 interns) 42% increase Asian/Pacific Islander (19 - 27 interns) 242% increase African American (7 - 24 interns) 700% increase Latino (1- 8 interns)</p> <p>ECCO 2016 Interns by Pathway: 60 PHA 17, PLTW 11, ESA 11, SJR 10, VAAMP 7,Khepera 4</p> <p>ECCO 2015 Interns by Pathway: 30 ESA 8, VAAMP 13, PHA 9</p> <p>2016-2017 Career Awareness Activities 8 Career Fairs/Career Days, 16 Guest Speakers, 4 Workplace Tours</p> <p>2016-2017 Career Exploration 15 Career Exploration Visits, 2 Project Based Learning, 1 Service Learning Project</p> <p>2016-2017 Career Readiness Activities All 6 pathways participated in Mock Interviews for 11th graders, 2 Application Support Sessions, 1 CPR Training, 8 Career Themed College Visits, 1 Professional Dress Workshop</p>

SJR:

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	Increase 9th grade career awarness through exposure to the industry sectors represented in our school's pathways. All 10th grade students conduct an informational interview with an industry professional.	All Students				
Career Exploration	All 11th grade students participate in job readiness with the support of a classroom teacher.	All Students				

Career Preparation	Increase amount of African American and Latino males participating in internships	African American Males	ECCO Internship 6.67% (2) Black Males 0% (0) Latino Males	ECCO Internship 16.67% (5) Black Males 6.67% (4) Latino Males	ECCO Internship % Black Males % Latino Males	
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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?	Goal for 2018-19: 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?						
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	<i>Governance Team (SSC, Parent Team, Student Leadership)</i>	<i>Leadership Team (ITL)</i>	<i>Pathway Teams</i>		<i>Department Teams</i>	
			Pathway Director Team			

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Work Based Learning Liaison to support all of the actions listed below.	All Students	Central Resources	\$92,588.55	2205	STLNWL0001	Work-Based Learning	A1.1 Pathway Programs
Increased classroom presentations of internship opportunities within the African American Male Achievement program	African American Males					Work-Based Learning	A1.1 Pathway Programs
Increased classroom presentations of internship opportunities within Latino Men & Boys Group	Latino Students					Work-Based Learning	A1.1 Pathway Programs
Recruit more Latino males to share their career paths in classroom presentations	Latino Students					Work-Based Learning	A1.1 Pathway Programs
Request Latino male presenters during career exploration visits	Latino Students					Work-Based Learning	A1.1 Pathway Programs
Host onsite Options Fair for students to learn about employment and internship opportunities	All Students					Work-Based Learning	A1.1 Pathway Programs
Recruit more Black males to share their career paths in classroom presentations	African American Males					Work-Based Learning	A1.1 Pathway Programs
Request Black male presenters during career exploration visits	African American Males					Work-Based Learning	A1.1 Pathway Programs

1 week health based internship (HEAL: Health Excellence and Academic Leadership) for academic credit recovery male studnets of color. Internship will occur after summer school.	African American Males					Work-Based Learning	A1.1 Pathway Programs
AAMA faciliator will dedicate 2 class periods a month to work based learning by implementing ECCO curriculum in 9-12 grades	African American Males					Work-Based Learning	A1.1 Pathway Programs
Host monthly or bimonthly application, resume, cover letter, and mock interview support. Services lead by pathway partners, Oakalnd High Alumni, school community partners, and parents.	All Students					Work-Based Learning	A1.1 Pathway Programs
WBLL will Invite former internship program participants to share their experience with studnets during classroom presentations.	All Students					Work-Based Learning	A1.1 Pathway Programs
Create an Oakland High Student Opportunities website featuring internship, employment, community service, and project based learning opportunities for students.	All Students	Measure N	\$200.00			Work-Based Learning	A1.1 Pathway Programs
Hire Outside Work Experience teacher to provide support to studnets in securing, maintaining, pulling learnings, and providing academic credit for school year employment and internships.	All Students	Measure N	wish list			Career Technical Education	A1.1 Pathway Programs
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	English Learners					Work-Based Learning	A1.1 Pathway Programs
Coordinate 9th grade career day event with Oakland High Alumni Association	All Students					Work-Based Learning	A1.1 Pathway Programs
11th grade teachers provide class time for students complete a resume, interview preparation, and mock interviews with industry partners and Oakland High Alumni.	All Students					Work-Based Learning	A1.1 Pathway Programs
10th grade teachers provide class time to prepare students for career exploration visits and guest speakers by creating informational interview questions for industry professionals.	All Students					Work-Based Learning	A1.1 Pathway Programs
Hire a third ECCO Summer Internship Seminar teacher	All Students	Measure N	\$5,000.00			Work-Based Learning	A1.1 Pathway Programs
Student incentives for attending lunch and/or afterschool career readiness workshops and presenations	All Students	Measure N	\$1,000.00			Work-Based Learning	A1.1 Pathway Programs
Newcomer transportation	Latino Students	Measure N	\$5,000.00			Work-Based Learning	A1.1 Pathway Programs
Internship and Job Fair	All Students	Measure N	\$1,000.00			Work-Based Learning	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs				
College & Career Plan				

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?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
<p>The below strategic actions are supported by our administrators, case manager, community schools manager, restorative practice facilitator, college & career readiness specialist, community partners, teachers, and students.</p> <p>We continue to create a Positive, Respectful, On Task, Professional, and Safe (PROPS) school environment.</p> <p>Being on time to class is an action that represents being Professional, which is area we worked on addressing at Oakland High this year. We revamped tardy protocol to build consistency and identify targeted populations who need support. This includes providing a predictable schedule for academic hour during lunch and after school. In addition, we track our tardy sweep passes to understand which Academy and 9th grade family has the lowest or highest number of tardies. This information helps us celebrate students who are on time, and working with students who are not on time to find solutions.</p> <p>We implemented PROPS 4.0 that includes: establishing a more identifiable and secure location for PROPS Shop, and working with students to create an orientation video of what PROPS look like to future incoming 9th graders.</p> <p>We continued to support teachers in building a relationship centered school. We encouraged, modeled, facilitated, or supported positive relationship building through using team building and restorative practices.</p> <p>We will be hosting a series of focus groups and senior exit interviews to better understand the student's school experience on tardy and diversity & acceptance. We hope to use these stories in future PDs to ignite deep reflection on our practices and create changes in order to positively impact teaching and learning.</p> <p>Future Center staff and community partners worked in coordinated efforts with School Counselors and teachers in Senior Seminar classes to support college readiness activity, such as college application, A-G presentations, financial aid, and scholarship applications.</p> <p>Implement a feedback process for students who were referred through COST to give feedback on whether or not the service they were connected to has helped them improve the identified life functioning area they need support in.</p>	Fully Implemented	Effective	<p>In 2016-2017, we collected approximately 5,000 PROPS tickets. As of December 2017, students turned in 4,230 PROPS tickets. At this rate, we will double the number of PROPS tickets being turned in at PROPS shop or Main office for raffle. This shows that teachers are distributing for good behavior, and students are redeeming. In turn, increasing positive relationships and decreasing classroom behavior.</p> <p>From 2015-2016 to 2016-2017, there are been positive growth in the following indicators for culture and climate:</p> <ul style="list-style-type: none"> - 11% decrease in suspension incident - 11.8% increase in students stating they feel safe at Oakland High - 8% increase in students stating they have a relationship with an adult that cares about them - 9.5% increase in staff stating Oakland High is a supportive and inviting place to work <p>Because of the above growth, we continued to provide current structure and strategies, such as administrative support pods, PROPS, restorative practices, summer bridge, coordinated activities for first two weeks of school, trauma fundamentals trainings, and staff wellness.</p> <p>In addition, our goal was to reach 80% of Seniors who completed financial aid completion, and we exceeded that goal by getting 87% completion rate.</p>

IMPLEMENTATION GOALS

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

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	By June 2020, 70% of ALL students will indicate that they feel safe or very safe at OHS and 75% of all students will indicate that they have a good relationship with an adult on campus as measured by the California Healthy Kids Survey.	All Students	50% indicated feel safe; 63.7% indicate having a good relationship with an adult on campus	55% indicated feel safe; 70% indicate having a good relationship with an adult on campus	60% indicated feel safe; 75% indicate having a good relationship with an adult on campus	
College Access	90% of seniors will apply financial aid 85% of seniors will enroll into a 2 year or 4 year college		87% of seniors applied for financial aid; N/A for Class of 2017; however, for class of 2016 - 76.7% of seniors applied to 2 or 4 year college	90% of seniors applied for financial aid; 80% of seniors applied to 2 or 4 year college	90% of seniors applied for financial aid; 80% of seniors applied to 2 or 4 year college	
Differentiated Interventions	Students that are receiving Tiered 2 or 3 services (COST referral, group counseling, or individual counseling) indicates that the service they were connected to were effective in addressing the identified primary issue.		N/A	70% of students who accepted Tiered 2 or 3 services from COST indicate that the service was effective in improving the identified primary issue.	80% of students who accepted Tiered 2 or 3 services from COST indicate that the service was effective in improving the identified primary issue.	

THEORY OF ACTION

Theory of Action	<p>If we build positive and supportive relationships;</p> <p>If we provide a safe environment;</p> <p>If we have a common vision for all students;</p> <p>If we have a school structure and staff that supports the school's vision;</p> <p>If we have supports and interventions accessible to the diverse needs of our students;</p> <p>If we provide rigorous academics;</p> <p>If we provide opportunities to strengthen literacy skills;</p> <p>Then students will graduate and be ready for college and life endeavors.</p>
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 included 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.

Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
		The culture and climate team will continue to meet twice a month to finalize the plan. The team consists of Admin, teachers, students, Future Center staff, and Wellness Center staff.		

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
3 Case Managers to complete student support team for 9th grade families and Academies	Low-Performing Students	Central Resources	\$232,341.96			Comprehensive Student Supports	
2 Additional Case Managers to complete student support team for 9th grade families and Academies	Low-Performing Students	Measure N	\$154,894.64	2405	24CSEM0005		
AAMA Facilitator to support the kings and provides schoolwide support for African American males	African American Males	LCFF Supplemental	\$45,982.00	5733		Comprehensive Student Supports	A2.2 Social Emotional Learning
1.0 FTE for Counselor services to ensure each pathway has dedicated counseling supports for each pathway	Low-Income Student	LCFF Supplemental	\$102,899.00	5732		Comprehensive Student Supports	A2.2 Social Emotional Learning
Restorative Justice Coordinator to provide RJ training, holds circles in classrooms, and direct services to students.	All Students	Measure N	\$25,000.00	5736		Building the Conditions	
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	All Students	21st Century	\$40,000.00	5825		Comprehensive Student Supports	
Contracts for afterschool programming.	All Students	21st Century	\$174,730.75	5825			
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	Low-Income Students	Title I: Parent Participation	\$7,255.07	5825		Building the Conditions	
Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture initiative	Low-Performing Students	Measure N	\$20,000.00	4310		Building the Conditions	
The student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate opportunities for recognition	Low-Performing Students	Measure N	\$20,000.00	4310		Building the Conditions	
Climate & Culture Team Stipends	Low-Performing Students	Measure N	\$3,000.00	1120		Building the Conditions	
CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously	All Students	Measure N	\$1,000.00	4310		Building the Conditions	
Train all teachers and execute a school-wide trasncript and A-G Evaluation for all students			N/A			Building the Conditions	
Future Center and Senior Seminar teachers collaborate on timeline of activities and assignments to support Seniors with applying to college, financial aid completion, and matriculation towards college enrollment.			N/A			Building the Conditions	
Send parents to a conference focused on providing resourses and tools to parents to assist them with being academic advocates for their scholars	Low-Income Students	Title I: Parent Participation	\$1,000.00	5220		Comprehensive Student Supports	
Create and electronically publish High School playbook for how to prepare and go to college			N/A			Comprehensive Student Supports	
Senior incentives for completing college matriculation steps (i. e. prom tickets, college parapheernalia, college dorm kit, and school supplies)			\$5,000.00			Comprehensive Student Supports	

Funds to support Seniors with fees related to college applications (i.e. applying and sending SAT scores)	Low-Income Students	Measure N	\$5,000.00	4340		Comprehensive Student Supports	
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.	Low-Income Students	Measure N	\$18,000.00	5825		Building the Conditions	
Oakland Promise contract with EBCF to support persistence services and outreach for students.	All Students	Measure N	\$80,000.00	5826			
Professional development and conferences for counseling team.	All Students	Measure N	\$5,000.00				
The Wellness Center provides support and resources for homeless and foster youth through the COST team. They are connected to organizations in the district and the city depending on the need.	Foster Youth					Comprehensive Student Supports	A2.9 Targeted School Improvement Support
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	Low-Performing Students	Measure N	\$15,000.00	5825		Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED STRATEGIC ACTIONS & BUDGET

School: Oakland High School

School ID: 304

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Budget Action Number
We will continue to create the least restrictive environment for all scholars with IEPs. The 8 SPED teachers and the Paras will continue to push into general ed classes in addition to staffing the Learning Center.	Students with Disabilities					Rigorous Academics		304-1
The 10th-12th grade ELA teachers will meet once a month as a PLC to vertically align the Senior Project.	All Students					Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	304-2
Maintain a full-time ELL coach to support instructional practice that support newcomers	English Learners					Rigorous Academics		304-3
Offer summer PD/retreat for newcomer ELD teachers to vertically align the Senior Project	English Learners					Rigorous Academics	A4.1 English Learner Reclassification	304-4
To increase the learning opportunities for scholars we operate a 8 period A/B block schedule. This allows all scholars to take 2 more classes per semester than the traditional 6 period day. The schedule allows scholars to take both remedil classes and more rigorous classes in addition to their regular classes.	Low-Performing Students					Comprehensive Student Supports		304-5
Gifted and Talented youth are encouraged to enroll in AP and Dual Enrollment classes	African American Students					Rigorous Academics	A1.1 Pathway Programs	304-6
Increased classroom presentations of internship opportunities within the African American Male Achievement program	African American Males					Work-Based Learning	A1.1 Pathway Programs	304-7
Increased classroom presentations of internship opportunities within Latino Men & Boys Group	Latino Students					Work-Based Learning	A1.1 Pathway Programs	304-8
Recruit more Latino males to share their career paths in classroom presentations	Latino Students					Work-Based Learning	A1.1 Pathway Programs	304-9
Request Latino male presenters during career exploration visits	Latino Students					Work-Based Learning	A1.1 Pathway Programs	304-10
Host onsite Options Fair for students to learn about employment and internship opportunities	All Students					Work-Based Learning	A1.1 Pathway Programs	304-11
Recruit more Black males to share their career paths in classroom presentations	African American Males					Work-Based Learning	A1.1 Pathway Programs	304-12

Request Black male presenters during career exploration visits	African American Males					Work-Based Learning	A1.1 Pathway Programs	304-13
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.	African American Males					Work-Based Learning	A1.1 Pathway Programs	304-14
AAMA facilitator will dedicate 2 class periods a month to work based learning by implementing ECCO curriculum in 9-12 grades	African American Males					Work-Based Learning	A1.1 Pathway Programs	304-15
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.	All Students					Work-Based Learning	A1.1 Pathway Programs	304-16
WBLL will invite former internship program participants to share their experience with students during classroom presentations.	All Students					Work-Based Learning	A1.1 Pathway Programs	304-17
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	English Learners					Work-Based Learning	A1.1 Pathway Programs	304-18
Coordinate 9th grade career day event with Oakland High Alumni Association	All Students					Work-Based Learning	A1.1 Pathway Programs	304-19
11th grade teachers provide class time for students complete a resume, interview preparation, and mock interviews with industry partners and Oakland High Alumni.	All Students					Work-Based Learning	A1.1 Pathway Programs	304-20
10th grade teachers provide class time to prepare students for career exploration visits and guest speakers by creating informational interview questions for industry professionals.	All Students					Work-Based Learning	A1.1 Pathway Programs	304-21
Train all teachers and execute a school-wide transcript and A-G Evaluation for all students						Building the Conditions		304-22
Future Center and Senior Seminar teachers collaborate on timeline of activities and assignments to support Seniors with applying to college, financial aid completion, and matriculation towards college enrollment.						Building the Conditions		304-23
Create and electronically publish High School playbook for how to prepare and go to college						Comprehensive Student Supports		304-24

The Wellness Center provides support and resources for homeless and foster youth through the COST team. They are connected to organizations in the district and the city depending on the need.	Foster Youth					Comprehensive Student Supports	A2.9 Targeted School Improvement Support	304-25
Review SBAC data in Teacher Instructional Leadership Team to evaluate goals.	Low-Performing Students		\$0.00			Rigorous Academics	A2.8 Data & Assessment	304-26
Thank you gifts for industry partners that volunteer for work based learning experiences	All Students		\$1,000.00			Work-Based Learning		304-27
Senior incentives for completing college matriculation steps (i.e. prom tickets, college paraphernalia, college dorm kit, and school supplies)			\$5,000.00			Comprehensive Student Supports		304-28
Maintain a full-time reading intervention teacher for 9th graders.	All Students		\$90,000.00			Comprehensive Student Supports		304-29
Community School Manager: Community School Program Managers coordinate and align Community School services to reduce barriers to learning.	All Students	21st Century	\$40,000.00	5825		Comprehensive Student Supports		304-30
Contracts for afterschool programming.	All Students	21st Century	\$174,730.75	5825				304-31
Partner with the ELLMA office to provide PD with a focus on LTEL strategies for the entire staff in the fall.	Long-Term English Learners	Central Resources				Comprehensive Student Supports	A3.4 Teacher Professional Development focused on Literacy	304-32
3 Case Managers to complete student support team for 9th grade families and Academies	Low-Performing Students	Central Resources	\$232,341.96			Comprehensive Student Supports		304-33
4 case managers that align to a pathway and a 9th grade family to do SSTs, RJ, COST, supprt all climate and culture efforts. 4 on base and 1 MN	All Students	Central Resources	\$260,000.00	2205		Comprehensive Student Supports	A5.1 School Culture & Climate (Safe & Supportive Schools)	304-34
Provide a leveled classroom library for 9th grade ELA classes.	All Students	Central Resources	\$20,000.00	4200		Rigorous Academics	A3.2 Reading Intervention	304-35
Offer courses that reflect specific need to ELL subgroups - SIFE students , Newcomers who transition to an academy	English Learners	General Purpose Discretionary				Rigorous Academics		304-36
Extended time for teachers		General Purpose Discretionary	\$12,383.70	1120		Rigorous Academics	A1.3 A-G Completion	304-37

Subs		General Purpose Discretionary	\$12,383.70	1150		Rigorous Academics	A1.3 A-G Completion	304-38
1.0 Life Guard		General Purpose Discretionary	\$37,074.23	2205	LIFEGU0003			304-39
1.0 PE Attendant		General Purpose Discretionary	\$40,447.10	2205	PEATTN0005			304-40
1.0 PE Attendant		General Purpose Discretionary	\$41,269.88	2205	PEATTN0020			304-41
Classified OT		General Purpose Discretionary	\$8,668.59	2225		Building the Conditions	A2.1 Implementation of the CCSS & NGSS	304-42
0.5 FTE school treasurer		General Purpose Discretionary	\$23,584.17	2405	SCHTRE0006			304-43
1.0 Textbook Clerk		General Purpose Discretionary	\$52,163.89	2405	TXTCLK0020			304-44
1.0 Secretary		General Purpose Discretionary	\$72,551.09	2405	SECHIG0024			304-45
Clerical OT		General Purpose Discretionary	\$6,191.85	2425		Building the Conditions	A2.1 Implementation of the CCSS & NGSS	304-46
Clerical Subs		General Purpose Discretionary	\$6,191.85	2450		Building the Conditions	A2.1 Implementation of the CCSS & NGSS	304-47
Textbooks		General Purpose Discretionary	\$4,010.05	4100		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	304-48
Books other than textbooks		General Purpose Discretionary	\$5,000.00	4200		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	304-49

Supplies		General Purpose Discretionary	\$15,979.90	4310		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	304-50
Paper		General Purpose Discretionary	\$15,000.00	4350		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	304-51
Equipment		General Purpose Discretionary	\$5,000.00	4410		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	304-52
Computer		General Purpose Discretionary	\$5,000.00	4420		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	304-53
Copier		General Purpose Discretionary	\$5,000.00	4425		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	304-54
Furniture		General Purpose Discretionary	\$15,000.00	4432		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	304-55
AV Equipment		General Purpose Discretionary	\$5,000.00	4474		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	304-56
Mileage Reimbursement		General Purpose Discretionary	\$1,000.00	5210				304-57
Dues and membership fees		General Purpose Discretionary	\$7,000.00	5300				304-58
Copier maintenance agreements		General Purpose Discretionary	\$30,000.00	5610				304-59
Facility rentals		General Purpose Discretionary	\$10,000.00	5624				304-60
Interprogram duplication services		General Purpose Discretionary	\$2,000.00	5716				304-61

Interprogram maintenance work orders		General Purpose Discretionary	\$6,000.00	5720				304-62
Interprogram postage		General Purpose Discretionary	\$5,000.00	5724				304-63
External work orders		General Purpose Discretionary	\$4,000.00	5826				304-64
Licensing agreements		General Purpose Discretionary	\$15,000.00	5846				304-65
Postage		General Purpose Discretionary	\$2,500.00	5910				304-66
Develop a literacy walkthrough tool with department heads to identify visible teacher and student practices related to literacy.	All Students	Inkind				Building the Conditions	A2.1 Implementation of the CCSS & NGSS	304-67
Supplies for scholars to access and engage in the core curriculum	Low-Performing Students	LCFF Concentration	\$25,000.00	4310			A2.3 Standards-Aligned Learning Materials	304-68
0.33 English Teacher		LCFF Supplemental	\$19,605.97	1105	K12TCH2329			304-69
0.3 PE Teacher		LCFF Supplemental	\$19,648.10	1105	K12TCH0661			304-70
0.33 Science Teacher		LCFF Supplemental	\$21,003.82	1105	K12TCH2314	Rigorous Academics	A1.3 A-G Completion	304-71
0.33 English Teacher		LCFF Supplemental	\$21,612.91	1105	K12TCH1308	Rigorous Academics	A1.3 A-G Completion	304-72
0.3 Science Teacher		LCFF Supplemental	\$21,756.98	1105	K12TCH1200	Rigorous Academics	A1.3 A-G Completion	304-73
0.3 Science Teacher		LCFF Supplemental	\$22,087.39	1105	K12TCH0852	Rigorous Academics	A1.3 A-G Completion	304-74
0.325 Science Teacher		LCFF Supplemental	\$22,167.74	1105	K12TCH2503	Rigorous Academics	A1.3 A-G Completion	304-75
0.33 Mathematics Teacher		LCFF Supplemental	\$22,838.03	1105	K12TCH2107	Rigorous Academics	A1.3 A-G Completion	304-76
0.34 Mathematics Teacher		LCFF Supplemental	\$22,846.35	1105	K12TCH0001	Rigorous Academics	A1.3 A-G Completion	304-77
0.345 Environmental Science Teacher		LCFF Supplemental	\$23,182.32	1105	K12TCH0160	Rigorous Academics	A1.3 A-G Completion	304-78

0.3 World Languages Teacher		LCFF Supplemental	\$23,262.75	1105	K12TCH0140	Rigorous Academics	A1.3 A-G Completion	304-79
0.33 Art Teacher		LCFF Supplemental	\$26,494.93	1105	K12TCH1675	Rigorous Academics	A1.3 A-G Completion	304-80
0.5 Mathematics Teacher		LCFF Supplemental	\$32,871.45	1105	K12TCH2378	Rigorous Academics	A1.3 A-G Completion	304-81
0.5 Newcomer Biology Teacher		LCFF Supplemental	\$33,842.53	1105	K12TCH2578	Rigorous Academics	A4.3 Newcomer Programs	304-82
0.4 Social Studies Teacher		LCFF Supplemental	\$35,772.66	1105	K12TCH2531	Rigorous Academics	A1.3 A-G Completion	304-83
0.6 Newcomer History Teacher		LCFF Supplemental	\$40,435.78	1105	K12TCH0236	Rigorous Academics	A4.3 Newcomer Programs	304-84
Maintain a full-time STIP sub to provide release time for peer observation, collaboration, coaching conversations, etc.	All Students	LCFF Supplemental	\$45,286.41	1105	TCSTIP0684	Building the Conditions	A2.7 Class Size Reduction	304-85
1.0 Mathematics Teacher		LCFF Supplemental	\$69,455.35	1105	K12TCH2377	Rigorous Academics	A1.3 A-G Completion	304-86
1.0 Mathematics Teacher		LCFF Supplemental	\$74,743.04	1105	K12TCH0966	Rigorous Academics	A1.3 A-G Completion	304-87
Extended time for teachers to support academic acceleration and collaboration	Low-Performing Students	LCFF Supplemental	\$30,959.25	1120			A2.5 Teacher Professional Development for CCSS & NGSS	304-88
Subs to support academic acceleration and collaboration	Low-Performing Students	LCFF Supplemental	\$12,383.70	1150			A2.5 Teacher Professional Development for CCSS & NGSS	304-89
Books other than textbooks to support reading intervention		LCFF Supplemental	\$10,000.00	4200			A2.3 Standards-Aligned Learning Materials	304-90
Fees for free and reduced lunch students to take the advanced placement exam.	Low-Income Students	LCFF Supplemental	\$3,000.00	4310		Rigorous Academics	A2.9 Targeted School Improvement Support	304-91
Supplies for scholars to access and engage in the core curriculum		LCFF Supplemental	\$36,739.38	4310			A2.3 Standards-Aligned Learning Materials	304-92

Computer supplies to support intervention and acceleration		LCFF Supplemental	\$5,000.00	4315			A2.3 Standards-Aligned Learning Materials	304-93
Computers to support intervention and acceleration		LCFF Supplemental	\$15,000.00	4420			A2.3 Standards-Aligned Learning Materials	304-94
Conference expenses for professional development to support academic acceleration or English Language Learners		LCFF Supplemental	\$10,000.00	5220			A2.5 Teacher Professional Development for CCSS & NGSS	304-95
Dues and membership fees		LCFF Supplemental	\$3,000.00	5300				304-96
1.0 FTE for Counselor services to ensure each pathway has dedicated counseling supports for each pathway	Low-Income Students	LCFF Supplemental	\$102,899.00	5732		Comprehensive Student Supports	A2.2 Social Emotional Learning	304-97
AAMA Facilitator to support the kings and provides schoolwide support for African American males	African American Males	LCFF Supplemental	\$45,982.00	5733		Comprehensive Student Supports	A2.2 Social Emotional Learning	304-98
IT Computer Tech		LCFF Supplemental	\$100,280.00	5737				304-99
Contracts to support academic acceleration		LCFF Supplemental	\$40,000.00	5825				304-100
The entire staff will continue to focus on our 4 PD goals: 1. 3 Signature Strategies (SEL), 2. Checking for Understanding (CFU), 3. Backwards Mapping, 4. Literacy (see details on L & L Actions tab)	Low-Income Students	Measure N				Rigorous Academics	A1.3 A-G Completion	304-101
Hire Outside Work Experience teacher to provide support to studnets in securing, maintaining, pulling learnings, and providing academic credit for school year employment and internships.	All Students	Measure N				Career Technical Education	A1.1 Pathway Programs	304-102
AVID traning to send a team of 10 teachers to get trained on AVID strategies (\$10,000) Will continue in 2019-20	All Students	Measure N	\$0.00					304-103
Create an Oakland High Student Opportunities website featuring internship, employment, community service, and project based learning opportunities for students.	All Students	Measure N	\$200.00			Work-Based Learning	A1.1 Pathway Programs	304-104
Student incentives for attending lunch and/or afterschool career readiness workshops and presenations	All Students	Measure N	\$1,000.00			Work-Based Learning	A1.1 Pathway Programs	304-105

Internship and Job Fair	All Students	Measure N	\$1,000.00			Work-Based Learning	A1.1 Pathway Programs	304-106
Hire a third ECCO Summer Internship Seminar teacher	All Students	Measure N	\$5,000.00			Work-Based Learning	A1.1 Pathway Programs	304-107
Newcomer transportation	Latino Students	Measure N	\$5,000.00			Work-Based Learning	A1.1 Pathway Programs	304-108
Professional development and conferences for counseling team.	All Students	Measure N	\$5,000.00					304-109
.05 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	Low-Performing Students	Measure N	\$4,012.50	1105	K12TCH0207	Rigorous Academics	A1.3 A-G Completion	304-110
.66 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	Low-Performing Students	Measure N	\$44,348.80	1105	K12TCH0001	Rigorous Academics	A1.3 A-G Completion	304-111
Maintain a full-time STIP sub to provide release time for peer observation, collaboration, coaching conversations, etc.	All Students	Measure N	\$45,286.41	1105	TCSTIP0740	Building the Conditions	A2.7 Class Size Reduction	304-112
1.0 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	Low-Performing Students	Measure N	\$58,468.70	1105	K12TCH2550	Rigorous Academics	A1.3 A-G Completion	304-113
1.0 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	Low-Performing Students	Measure N	\$66,266.24	1105	K12TCH2214	Rigorous Academics	A1.3 A-G Completion	304-114
1.0 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	Low-Performing Students	Measure N	\$67,464.66	1105	K12TCH2637	Rigorous Academics	A1.3 A-G Completion	304-115
1.0 FTE teacher to support the 8 period day so that each pathway has a high level of integrity in the pathway courses offered and credit recover for students.	Low-Performing Students	Measure N	\$68,462.38	1105	K12TCH2636	Rigorous Academics	A1.3 A-G Completion	304-116
Climate & Culture Team Stipends	Low-Performing Students	Measure N	\$3,000.00	1120		Building the Conditions		304-117
Offer a summer PD for teachers on text complexity and non-fiction reading strategies.	All Students	Measure N	\$6,191.85	1120		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	304-118

Allocation for 9th grade families to support the teachers for the PLC so they can support students for scholars that need more intensive supports.	All Students	Measure N	\$23,529.03	1120		Comprehensive Student Supports	A2.9 Targeted School Improvement Support	304-119
Summer Bridge program for incoming 9th graders	All Students	Measure N	\$37,133.51	1120		Comprehensive Student Supports	A1.5 Summer Learning	304-120
Credit recovery academic intervention program to support more students to get on track to graduate	Low-Performing Students	Measure N	\$79,255.68	1120		Comprehensive Student Supports	A2.9 Targeted School Improvement Support	304-121
1.0 FTE for Assistant Principal to align to pathway pod structure to support Linked Learning pathway development	All Students	Measure N	\$139,191.34	1305	10APRH0010	Comprehensive Student Supports	A1.1 Pathway Programs	304-122
.5 FTE for Pathway Coach to support Linked Learning Pathway development	Low-Performing Students	Measure N	\$71,594.26	2305	CCCPWS9999	Building the Conditions	A1.1 Pathway Programs	304-123
2 Additional Case Managers to complete student support team for 9th grade families and Academies	Low-Performing Students	Measure N	\$154,894.64	2405	24CSEM0005			304-124
Dual Enrollment textbooks for global courses	English Learners	Measure N	\$5,000.00	4200		Rigorous Academics	A1.1 Pathway Programs	304-125
CHKS Incentives to motivate and encourage all students to take the CHKS survey seriously	All Students	Measure N	\$1,000.00	4310		Building the Conditions		304-126
Funds to support Seniors with fees related to college applications (i.e. applying and sending SAT scores)	Low-Income Students	Measure N	\$5,000.00	4310		Comprehensive Student Supports		304-127
Staff (PROPS) incentives for demonstrating a commitment to developing the climate and culture initiative	Low-Performing Students	Measure N	\$20,000.00	4310		Building the Conditions		304-128
The student (PROPS) incentives for demonstrating PROPS by rewarding behaviors with educationally appropriate opportunities for recognition	Low-Performing Students	Measure N	\$20,000.00	4310		Building the Conditions		304-129
Allocation to PHA for Pathway Development	All Students	Measure N	\$20,000.00	4399		Career Technical Education	A1.1 Pathway Programs	304-130
Allocation to SJR for Pathway Development	All Students	Measure N	\$20,000.00	4399		Career Technical Education	A1.1 Pathway Programs	304-131
Allocation to ESA for Pathway Development	All Students	Measure N	\$30,000.00	4399		Career Technical Education	A1.1 Pathway Programs	304-132

Allocation to VAAMP for Pathway Development	All Students	Measure N	\$30,000.00	4399		Career Technical Education	A1.1 Pathway Programs	304-133
Allocation to New Comer Pathway for Pathway Development	All Students	Measure N	\$35,000.00	4399		Comprehensive Student Supports	A4.1 English Learner Reclassification	304-134
Allocation to PLTW for Pathway Development	All Students	Measure N	\$70,000.00	4399		Career Technical Education	A1.1 Pathway Programs	304-135
Chromebook cart to support graduate capstone implementation across all classes.	All Students	Measure N	\$28,000.00	4420		Rigorous Academics	A2.9 Targeted School Improvement Support	304-136
Restorative Justice Coordinator to provide RJ training, holds circles in classrooms, and direct services to students.	All Students	Measure N	\$25,000.00	5736		Building the Conditions		304-137
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	Low-Performing Students	Measure N	\$15,000.00	5825		Comprehensive Student Supports	A3.3 Family Engagement focused on Literacy Development	304-138
DCAC Counselor to help manage work plan, communication, and support with college readiness activities. This will help maxmize the efforts of the college service providers.	Low-Income Students	Measure N	\$18,000.00	5825		Building the Conditions		304-139
Allocation for 9th grade families to support the teachers for the PLC so they can support students for scholars that need more intensive supports.	All Students	Measure N	\$16,000.00	5826		Comprehensive Student Supports	A2.9 Targeted School Improvement Support	304-140
Oakland Promise contract with EBCF to support persistence services and outreach for students.	All Students	Measure N	\$80,000.00	5826				304-141
Instructional Teacher Leader will increase the focus on reading non-fiction text, and increase text complexity in English and Social Studies classes.	All Students	TBD	\$110,000.00	1119		Rigorous Academics	A2.5 Teacher Professional Development for CCSS & NGSS	304-142
0.4 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	African American Males	Title I: Basic	\$26,957.19	1105	K12TCH0236	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS	304-143
0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness	African American Males	Title I: Basic	\$30,912.97	1105	K12TCH0335	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS	304-144

0.6 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	African American Males	Title I: Basic	\$45,640.46	1105	K12TCH2189	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS	304-145
0.4 FTE for Algebra Success class for 9th grade scholars not demonstrating high school readiness	African American Males	Title I: Basic	\$47,581.48	1105	K12TCH0118	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS	304-146
0.6 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	African American Males	Title I: Basic	\$52,343.54	1105	K12TCH0850	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS	304-147
0.6 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	African American Males	Title I: Basic	\$53,431.10	1105	K12TCH2152	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS	304-148
0.6 FTE for Creative Writing Class for 9th grade scholars not demonstrating high school readiness	African American Males	Title I: Basic	\$71,043.62	1105	K12TCH1240	Comprehensive Student Supports	A2.1 Implementation of the CCSS & NGSS	304-149
Supplies for scholars to access and engage in the core curriculum	Low-Performing Students	Title I: Basic	\$2,907.20	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials	304-150
Equipment to support scholars ability to access and engage in the core curriculum	Latino Students	Title I: Basic	\$4,833.85	4474		Comprehensive Student Supports	A2.3 Standards-Aligned Learning Materials	304-151
Send parents to a conference focused on providing resources and tools to parents to assist them with being academic advocates for their scholars	Low-Income Students	Title I: Parent Participation	\$1,000.00	5220		Comprehensive Student Supports		304-152
Hire a parent liaison 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	Low-Income Students	Title I: Parent Participation	\$7,255.07	5825		Building the Conditions		304-153

Oakland High School
Title I School Parental Involvement Policy 2017 - 2018

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

Involvement of Parents in the Title I Program

Oakland High School agrees to implement the following statutory requirements:

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

School-Parent Compact

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

Building Parent Capacity for Involvement

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

- Assists Title I parents in understanding :
 - 1) The State of California's academic content standards (<http://www.corestandards.org/>)
 - 2) The State of California's student academic achievement standards (<https://www.cde.ca.gov/>)
 - 3) The State of California's and Oakland Unified School District's academic assessments, including alternate assessments (ousd.org)
 - 4) Academic proficiency levels students are expected to achieve
 - 5) How to monitor their child's progress
 - SBAC (<http://www.smarterbalanced.org/>)
 - SRI (http://teacher.scholastic.com/products/product_info/pdf/SRI_Research%20Summary_Revised.pdf)

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

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

understand. *Oakland High School will distribute brochures, fliers, and announcements in translated language of our students.*

- Provides support, during regularly meetings, for parental activities requested by Title I Program parents. *Oakland High School will provide the necessary support for parents to participate in regularly scheduled meetings with staff. Translation will be provided during all meetings and activities.*

Accessibility

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

Standing Opportunities for Parents and Guardians to get Involved

SELLS	2 nd Thursday	5:30 – 7:00	Library
SSC	3 rd Thursday	5:30 – 7:00	Library

Adoption

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

This policy was adopted by the Oakland High School Site Council on Thursday, February 15, 2018 and will be in effect for the 2017-18 School Year. The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. The (*Oakland High School*) 's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.



(Principal's Signature)



(Date)

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and life.

Student Pledge:

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

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

Student signature

Parent/Guardian or Family Member Pledge:

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

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

Parent/Guardian or Family member signature

Teacher Pledge:

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

- Provide high-quality curriculum and instruction.
- Communicate high expectations for every student.
- Endeavor to motivate my students to learn.
- Teach and involve students in classes that are interesting and challenging.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnership with the families and the community.
- Enforce rules equitably and involve students in creating a warm and caring learning environment in the class.
- Communicate regularly with families about their child's progress in school through conferences, parent-teacher meetings, progress reports, and other available means.
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- Provide assistance to families on what they can do to support their child's learning.
- Participate in shared decision making with other staff and families for the benefit of students.
- Respect the school, staff, students, and families.

Teacher signature

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

Signed on this _____ day of _____, 20_____.

School Site Council Membership Roster

Oakland High School

School Name: Oakland High School

School Year **2017-2018**

Chairperson : Charlene Johnson	Vice Chairperson: Jiawen Wang
Secretary: Vu Nguyen	

Check Appropriate Representation

Members' Names	Address	Principal	Classroom Teacher	Other Staff	Parent /Com	Student
Matin Abdel-Qawi		X				
Percy Foster				X		
Diane Johnson			X			
Vu Nguyen			X			
Amy Dellefield			X			
Paul Sherreard			X			
Charlene Johnson					X	
Michelle Campbell-Mateo					X	
Nicole Wiggins					X	
Pam Trawick - Alt					X	
Jiawen Wang						X
Armon Matthews						X
Anna Tran						X
DAC Representative						
Home Ph.	Email:					

Meeting Schedule	The 3 rd Thursday of every month from August 2017 to June 2018
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SSC Legal Requirements:

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

