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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 9, 2023

**Subject** 2023-2024 School Plan for Student Achievement (SPSA) for Oakland High School

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**Ask of the Board** Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Oakland High School.

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2023-2024 School Plan for Student Achievement (SPSA) for Oakland High School



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

## **2023-2024 School Plan for Student Achievement (SPSA)**

**School:** Oakland High School  
**CDS Code:** 1612590135905  
**Principal:** Pamela Moy  
**Date of this revision:**

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

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

**Contact:** Pamela Moy  
**Address:** 1023 MacArthur Blvd.  
Oakland, CA 94610  
**Position:** Principal  
**Telephone:** 510-874-3676  
**Email:** pamelamoy@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/26/2023*

*The District Governing Board approved this revision of the SPSA on: 8/9/2023*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Mike Hutchinson, Board President**

## 2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Oakland High School

**Site Number:** 304

- |  |  |   |
|--|--|---|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant                |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input type="checkbox"/> After School Education & Safety Program                     | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant  | <input type="checkbox"/> Early Literacy Support Block Grant                 |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                          |   |

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





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

**Date(s) plan was approved:** 5.26.2023

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

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

**Signatures:**

Pamela Moy <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 4/20/2023 Date
Lamont Snaer <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 5.26.2023 Date
Vanessa Sifuentes <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 6/5/23 Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> Signature	<hr style="border: 0; border-top: 1px solid black; margin-bottom: 5px;"/> 6/1/2023 Date

## 2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
1/17/2023	SSC	Viewed school data, engaged in conversations about conditions for learning and the possible causes for the data.
2/2/2023	Culture and Climate	Review MTSS; develop and make any adjustments.
2/8/2023	Admin Team	Review LCAP goals, needs analysis, Annual SPSA Review, Strategies and actions and enrollment plan - either review or develop the above.
2/9/2023	Pathway Director team	Reviewed Enrollment Plan
2/13/2023	Teacher Instructional Leadership Team	Review LCAP goals and worked on needs analysis. Reviewed strategies and Actions.
2/16/2023	SSC	Reviewed data and worked on root cause analysis.
3/9/2023	SELLS	SELLS Engagment
3/16/2023	SSC	Root Cause Analysis completed
4/20/2023	SSC	Review SPSA for approval

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

### **Early Childhood Education Program**

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

### **Summer Learning Program**

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### **Transitional Students and Families Unit**

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

## 2023-2024 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$747,770.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,333,795.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$483,750	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$161,600	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$12,900	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$1,126,475	TBD
21st Century Community Learning Centers (Title IV #4124)	\$218,870	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$32,250	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$1,297,950	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$747,770</b>	<b>\$0</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$2,586,025</b>	<b>\$0</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$3,333,795</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

## 2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

**School:** Oakland High School

**School ID:** 304

#### School Description

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

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

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

#### School Mission and Vision

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

#### School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
54.2%	45.8%	24.9%	9.9%	5.8%	0.6%	88.2%	13.2%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial
23.4%	2.1%	38.2%	28.1%	1.5%	0.4%	0.1%	4.1%

### 1B: STUDENT GOALS & TARGETS

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

**School Goal for College, Career & Community Readiness:** We will increase the percentages of students meeting A-G completion.

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-54.5	n/a	-25.0	<i>not available until Fall 2023</i>	-52.0
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	13.5%	10.4%	<i>not available until Fall 2023</i>	17.0%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-145.8	n/a	-111.1	<i>not available until Fall 2023</i>	140.0
CAST (Science) at or above Standard	All Students	15.1%	n/a	19.5%	<i>not available until Fall 2023</i>	17.0%

**Graduation Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Four-Year Cohort Graduation Rate	All Students	85.1%	83.0%	87.0%	<i>not available until Fall 2023</i>	85%
On Track to Graduate: 9th Grade	All Students	63.6%	52.7%	68.0%	<i>not available until Fall 2023</i>	70.0%
On Track to Graduate: 11th Grade	All Students	57.8%	51.9%	47.6%	<i>not available until Fall 2023</i>	55%
A-G Completion	All Students	57.6%	61.9%	61.5%	<i>not available until Fall 2023</i>	65%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	52.0%	n/a	n/a	<i>not available until Fall 2023</i>	53%



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

**School Goal for Targeted Supports for Focal Student Groups:** Provide support through specialized groups, specifically, African American and Special Education Students to increase their student achievement and leverage high expectations by helping them see what college, career, and community ready looks like.

**Academic Measures & Annual Targets for Focal Student Groups**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-129.5	n/a	-142.5	<i>not available until Fall 2023</i>	-129.5
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-86.5	n/a	-65.6	<i>not available until Fall 2023</i>	-85.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	28.6%	24.5%	<i>not available until Fall 2023</i>	27.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-245.1	n/a	-235.8	<i>not available until Fall 2023</i>	-245.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-197.2	n/a	-181.7	<i>not available until Fall 2023</i>	-196.0

**Reclassification Measures & Annual Targets**

*\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	3.0%	1.4%	5.7%	<i>not available until Fall 2023</i>	3.0%
LTEL Reclassification	Long-Term English Learners	6.6%	2.5%	10.0%	<i>not available until Fall 2023</i>	5.0%

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

<b>School Goal for Student &amp; Family</b> Continue to reestablish a positive school culture and climate while building <b>Engagement:</b> school spirit.						
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	57.2%	66.0%	51.7%	<i>not available until Fall 2023</i>	70.0%
Out-of-School Suspensions	All Students	2.9%	n/a	4.4%	<i>not available until Fall 2023</i>	2.5%
Out-of-School Suspensions	African American Students	7.4%	n/a	4.4%	<i>not available until Fall 2023</i>	7.0%
Out-of-School Suspensions	Special Education Students	7.1%	n/a	4.4%	<i>not available until Fall 2023</i>	6.0%
Chronic Absenteeism	All Students	14.5%	22.6%	42.1%	<i>not available until Fall 2023</i>	18.0%
Chronic Absenteeism	African American Students	20.4%	29.6%	55.2%	<i>not available until Fall 2023</i>	25.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>						
<b>School Goal for High-Quality Staff:</b> High Quality teacher retention.						
Measure	Target Staff Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	83.5%	81.7%	81.8%	<i>not available until Fall 2023</i>	84.0%

<b>1C: STRENGTHS, CHALLENGES &amp; ROOT CAUSES</b>		
Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career &amp; Community Readiness</i>	<ul style="list-style-type: none"> <li>-The Graduation rate increased from 85.1% in 2020 to 87% in 2022.</li> <li>-The 9th grade on track students went from 63.6% in 2019 to 68% in 2022</li> <li>-A-G completion rate was 57.6% in 2019 to 61.5% in 2022</li> <li>-CAST students at or above standard was 15.1% in 2019 and went to 19.5%</li> </ul>	<ul style="list-style-type: none"> <li>-AB 104 helped some of our students to be graduation ready as well as A-G ready based on P/F grades and no letter grade. AB 104 also waived the 2.0 GPA and allowed for altered graduation requirements.</li> <li>-The Future Center, counselors, and our course of study provide counseling for and access to A-G courses.</li> </ul>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<ul style="list-style-type: none"> <li>-The ELA distance from standard met for our AA students went from -86.5 in 19-20 to -65.6 in 21-22</li> <li>- The Math distance from standard met for our AA students went from -197.2 in 19-20 to -181.7 in 21-22</li> <li>- The math distance from standard met for our Sped students went from -245.1 in 19-20 to -235.8 in 21-22</li> <li>- We reclassified more ELs and LTELS from 19-20 to 21-22.</li> </ul>	<ul style="list-style-type: none"> <li>-We had fewer students participate in testing in 21-22 than in 18-19. Specifically we had 96% of students test in ELA and Science, 93.4% in Math in the 18-19 school year. We had 74.4% test in ELA, 68.2% test in Math, and 74.6% test in Science in the 21-22 school year. Additionally we had opt outs of up to 12.5% in Math, 9.2% in ELA, 8.7% in Science.</li> <li>-Two factors support our reclassification efforts. The new ELD support classes which help our students to understand and prepare for reclassification and the ability to test in person again and increased attendance such that we can escort students to test instead of relying on students to possibly join a zoom to test or hope there is internet available for students to join the testing feature from home. .45 FTE Title I Newcomer Assistant will support growth in this focus area.</li> </ul>
<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<ul style="list-style-type: none"> <li>-Out of school suspensions for AA and Sped students decreased about 3% from 19-20 to 21-22</li> </ul>	<ul style="list-style-type: none"> <li>-Many student struggled with returning to in person and the social norms and expectations of interacting with each other and adults.</li> </ul>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Teacher retention maintained in the 80% area from 19-20 to 21-22 school years</p>	<p>The school culture and climate is such that teachers who maintained connections to each other, the school, and our stable administration stayed to work at the school.</p>
<p><b>Focus Area:</b></p>	<p><b>Priority Challenges</b></p>	<p><b>Root Causes of Challenges</b></p>
<p><i>LCAP Goal 1: College, Career &amp; Community Readiness</i></p>	<ul style="list-style-type: none"> <li>-Our students who grew 1 or more years in RI went from 13.5% in 20-21 to 10.4% in 21-22.</li> <li>-Our 11th grade students on track went down from 57.8% in 19-20 to 47.6% in 21-22.</li> </ul>	<ul style="list-style-type: none"> <li>-We struggled with participation in the RI and had fewer students test in 21-22.</li> <li>-Decrease of on track students may be attributed to the Pandemic and students struggle with coming back to in person / being online.</li> </ul>

<p><i>LCAP Goal 2: Focal Student Group Supports</i></p>	<p>-The ELA distance from standard met for our special education students went from -129.5 in 19-20 to -142.5 in 21-22          -We had a decrease in RI for all students from 28.6% in 19-20 to 24.5% in 21-22</p>	<p>-We had fewer students participate in testing in 21-22 than in 18-19. Specifically we had 96% of students test in ELA and Science, 93.4% in Math in the 18-19 school year. We had 74.4% test in ELA, 68.2% test in Math, and 74.6% test in Science in the 21-22 school year. Additionally we had opt outs of up to 12.5% in Math, 9.2% in ELA, 8.7% in Science. 4.2 FTE Title I employees (11 Teachers) will support growth in this focus area.</p>
<p><i>LCAP Goal 3: Student &amp; Family Engagement</i></p>	<p>-There was a decrease in connectedness to school from a high of 66% in 20-21 to 51.7T in 21-22. Title I Parent funds will be utilized to support parent and family engagement.          -We had an increase in suspension rates for all students from 2.9% in 19-20 to 4.4% in 21-22          -Chronic absenteeism increased for all students and AA students increasing about 30% for each group.</p>	<p>-Upon our return from distanced learning students and teachers were learning how to be in community with each other, causing some awkwardness and less checking in than was done during distanced learning.          - Students and teachers as we adjusted back to in person needed to relearn social norms and expectations while navigating some very challenging social emotional adjustments to in person.          -Students began to work during COVID and when we came back in person, many continued to work during school hours or they struggled with coming back in person and the anxiety of interacting with people in person.</p>
<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>Teacher retention dropped from 83.5% in 19-20 to 81.8% in 21-22</p>	<p>The pandemic and working from home really got people to reflect on what was important to them and a teachers left due to long commutes, life changes like moves or children or change in career.</p>

**1D: IDENTIFIED NEED**

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

**1E: RESOURCE INEQUITIES**

In terms of equitable distribution of financial resources, all students at Oakland High benefit from the same level of funding across all grades and all programs. In terms of access to effective and experienced teachers our math department tends to have the highest level of turnover. Over the last three years we've had an average return rate of 61.8% as compared to the district rate of 47.7%. Only one other comprehensive high school has an average next year return rate higher than Oakland High.

#### **1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

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

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Oakland High School

**SPSA Year Reviewed:** 2022-23

**SPSA Link:** [2022-23 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

**Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.**

We have used the majority of our funds to support instruction for our students in math, literacy, and newcomer level 1 students. With the additional funds provided mid year we allocated those funds for books other than text books to purchase additional books of interest for our students to support our literacy efforts. Additionally we have allocated funds to support groups that support our African American students on campus to include college visits and experiences. Funds were used to support additional programming for the arts, world languages and music.

**Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.**

Our graduation rates have increased and has our reading inventory on track scores as seen in the data from the needs assesment tab. Additionally our A-G completion has also increased. Many factors contribute to this growth including the dedicated literacy teacher, the college visits to motivate our African American students, our support of math students in investing in our support math teacher are those that are aligned with the SPSA. Providing high interest books that reflect our student population increased the chance our students will read and continue to read which increases student reading scores.

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

At this time with this budget I would not change any expenditures. If more funds are made available I would invest in more ways to support our math students in reaching targets set out.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i>	Based on this evaluation, what will you change, continue, or discontinue? Why?
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<p>Computer over 500 but less than 5K</p>	<p>College/Career Readiness</p>	<p>Replaced outdated computers in one of our computer labs.</p>	<p>Working: We offer all freshman students Intro to CS . 420 freshman students are enrolled in CS courses, with 69 students participaint in AP Computer Science Principals and 8 others in AP Computer Programming. Not working: The computers themselves are over 10 yers old - which in computer terms is very slow and does not provide the access our students need to learn 21st century skills nor provide the equipment for AP computer scince classes.</p>	<p>Discontinue - update of 2 computer labs complete. Use the money to pay for increased HR costs.</p>
<p>Department Head Teacher</p>	<p>SBAC Math Distance from Standard Met</p>	<p>This person teaches Algebra success</p>	<p>Working: 68 Students in highest need are enrolled in Algebra Success Classes. The Algebra Success teacher and Algebra teacher have a commo prep in the master schedule. This allows for collaboration between the support teacher and Algebra teacher which should increase the algebra pass rates for our students. The majority of students in Algebra success have a c or better. Not working: Algebra pass rates are not increasing for ALL student sin the course.</p>	<p>Continue to work on gains for those students it works for and work on improvements for those it does not work for.</p>
<p>External work order services (translation)</p>	<p>Student Connectedness to School</p>	<p>Translates at meetings for parent engagment / understanding</p>	<p>Based on principal observation this is what is working: Providing translation for parents to engage in a variety of meetings encourages inclusiveness and engagement. Not working: Unfortunately we do not always have translators assigned to us by OUSD when we order them.</p>	<p>Continue - because Oakland High School has a diverse population that speaks over 20 different languages at home. Without translation we exclude familes who do not speak English.</p>

ISS	ELL Reclassification	She pushes into and pulls out students in Level 1 ELD. Additionally she works one on one with SIFE students.	The ISS works with our Level 1 and SIFE student. Based on principal observation this support for our newcomer students to transition into the main stream within 3 years is working. Students continue to transition within 3 years of coming into the US.	Continue because the transition standard of 3 years for our newcomer students is so fast any additional assistance and one on one teaching / support is necessary to increase the student's chances of success in the mainstream classes.
Teacher	SBAC Math Distance from Standard Met	This person teaches Algebra success	Working: 68 Students in highest need are enrolled in Algebra Success Classes. The Algebra Success teacher and Algebra teacher have a common prep in the master schedule. This allows for collaboration between the support teacher and Algebra teacher which should increase the algebra pass rates for our students. The majority of students in Algebra success have a C or better. Not working: Algebra pass rates are not increasing for ALL students in the course.	Continue to work on gains for those students it works for and work on improvements for those it does not work for.
Teacher	SBAC Math Distance from Standard Met	This person teaches Algebra success	Working: 68 Students in highest need are enrolled in Algebra Success Classes. The Algebra Success teacher and Algebra teacher have a common prep in the master schedule. This allows for collaboration between the support teacher and Algebra teacher which should increase the algebra pass rates for our students. The majority of students in Algebra success have a C or better. Not working: Algebra pass rates are not increasing for ALL students in the course.	Continue to work on gains for those students it works for and work on improvements for those it does not work for.



Teacher	SBAC Math Distance from Standard Met	This person teaches Algebra success	Based on principal observation this is what is working: Offering an Algebra Support Class encourages collaboration between the support teacher and Algebra teacher that increases the algebra pass rates for our students. Not working: Algebra pass rates are not increasing for ALL student sin the course.	Continue to work on gains for those students it works for and work on improvements for those it does not work for.
Teacher	SBAC Math Distance from Standard Met	This person teaches Algebra success	Working: 68 Students in highest need are enrolled in Algebra Success Classes. The Algebra Success teacher and Algebra teacher have a commo prep in the master schedule. This allows for collaboration between the support teacher and Algebra teacher which should increase the algebra pass rates for our students. The majority of students in Algebra success have a c or better. Not working: Algebra pass rates are not increasing for ALL student sin the course.	Continue to work on gains for those students it works for and work on improvements for those it does not work for.
Teacher	SBAC Math Distance from Standard Met	This person teaches Algebra success	Working: 68 Students in highest need are enrolled in Algebra Success Classes. The Algebra Success teacher and Algebra teacher have a commo prep in the master schedule. This allows for collaboration between the support teacher and Algebra teacher which should increase the algebra pass rates for our students. The majority of students in Algebra success have a c or better. Not working: Algebra pass rates are not increasing for ALL student sin the course.	Continue to work on gains for those students it works for and work on improvements for those it does not work for.

Teacher	SBAC ELA Distance from Standard Met	This person teaches a humanities class that incorporates literacy	Based on principal observation this is what is working: Students are engaging with high interest material while they build toward proficiency in reading, writing and presentations skills. SRI scores are increasing. Not Working: with this new content, watching to see if we need to add more literacy strategies.	Continue - students are engaging in high interest curriculum and in it's first year of this content, we will need to monitor progress toward senior seminar skills. This year we have had more students take the SRI compared to the previous 2 years. More data needs to be looked at as we move past online schooling.
Teacher	SBAC ELA Distance from Standard Met	This person teaches a humanities class that incorporates literacy	Based on principal observation this is what is working: Students are engaging with high interest material while they build toward proficiency in reading, writing and presentations skills. SRI scores are increasing. Not Working: with this new content, watching to see if we need to add more literacy strategies.	Continue - students are engaging in high interest curriculum and in it's first year of this content, we will need to monitor progress toward senior seminar skills. This year we have had more students take the SRI compared to the previous 2 years. More data needs to be looked at as we move past online schooling.
Teacher	Reading Inventory (RI) Multiple Years Below Grade Level	This person teaches a humanities class that incorporates literacy	Based on principal observation this is what is working: Students are engaging with high interest material while they build toward proficiency in reading, writing and presentations skills. SRI scores are increasing. Not Working: with this new content, watching to see if we need to add more literacy strategies.	Continue - students are engaging in high interest curriculum and in it's first year of this content, we will need to monitor progress toward senior seminar skills. This year we have had more students take the SRI compared to the previous 2 years. More data needs to be looked at as we move past online schooling.

Teacher	Reading Inventory (RI) Multiple Years Below Grade Level	This person teaches a humanities class that incorporates literacy	Based on principal observation this is what is working: Students are engaging with high interest material while they build toward proficiency in reading, writing and presentations skills. SRI scores are increasing. Not Working: with this new content, watching to see if we need to add more literacy strategies.	Continue - students are engaging in high interest curriculum and in it's first year of this content, we will need to monitor progress toward senior seminar skills. This year we have had more students take the SRI compared to the previous 2 years. More data needs to be looked at as we move past online schooling.
Teacher	Reading Inventory (RI) Growth of One Year or More	This person teaches a humanities class that incorporates literacy	Based on principal observation this is what is working: Students are engaging with high interest material while they build toward proficiency in reading, writing and presentations skills. SRI scores are increasing. Not Working: with this new content, watching to see if we need to add more literacy strategies.	Continue - students are engaging in high interest curriculum and in it's first year of this content, we will need to monitor progress toward senior seminar skills. This year we have had more students take the SRI compared to the previous 2 years. More data needs to be looked at as we move past online schooling.

**2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Oakland High School

**School ID:** 304

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

**School Priority:**

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

**School Theory of Change:**

If we provide opportunities for credit recovery by having an 8-period schedule;  
 if we provide additional counseling and support services in the form of administrative support teams (counselor, case manager, Asst. Principal);  
 If we provide smaller, theme-based learning communities (pathways) to provide more connected, meaningful and personalized learning opportunities;  
 If we provide a coordinated system of academic and college counseling, leveraging our school counselors and college access partners;  
 then we will be able to increase the percentage of our students who graduate with A-G completion.

**Students to be served by these actions:**

*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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1-1	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	Administrators will work with pathway directors, slc leads, academic counselors, and case managers to set up and implement intervention protocols. Administrators will pull data from the Aeries and the district dashboard to inform the intervention work. Adminstrators will will work Case Managers to set up Student Success Team meetings and other intervention mechanisms as needed.	- Agenda's for meetings -Master schedule planning for common prep -Number of SST meetings held		
1-2	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	Counselors and admin work with teaching and Future center staff to stategically plan for multiple opportunities where students will learn about collge readiness as described in teacher actions.	-Counselor or Future Center persons documents of presentations -Future Center data recorded on contacts -4 year plans being developed		
1-3	Pathways and 9th grade Small Learning Communities will increase the number of cross-curricular PBL units to increase student engagement across various disciplines through more relevant and community connected content.	Admininstrators support teacher collaborations by ensuring adequate meeting and planning time and supporting the pathway director in the creation of agendas and the organizing of planning retreats	-Number of PBL units created / developed and worked on		
1-4	We offer a section of AVID for 10th, 11th, and 12th graders.	Admin. team and counselors help with identifying and placing students as well as identifying and allotting funding for appropriate AVID PD opportunities.	-continued offering of AVID courses.		

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

<b>School Priority:</b>	Provide support through specialized groups, specifically, African American and Special Education Students to increase their student achievement and leverage high expectations by helping them see what college, career, and community ready looks like.
<b>School Theory of Change:</b>	If we target support by creating affinity groups for our target scholar groups, then we can expose our students to successful persons from the same background. If we staff our affinity groups with successful staff and adults that look like them, they will have a safe space to excel and be pushed. We will then provide safe spaces to share opportunities for this group of students with peers and adults who look like them.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Academic ELD course offered for ELL students who have been in school in the US between 5 and 12 years. This course will support these students in the acquisition of academic language and literacy	Administrators will support teachers in developing the curriculum for the course, as well as track student progress toward English fluency.	SRI scores, ELPAC scores, reclassification data		
2-2	Teachers will participate in data dives in department and department groups to inform instruction.	Administrators will provide data and protocols for teachers to engage in data dives and cycles of inquiry to inform instruction.	minutes from pathway, family and department meetings		
2-3	Teachers hold office hours to help students who need additional support.	Walkthroughs	teacher office hours schedules, sign in sheets, and student grades		

2-4	Teachers will continue to explore and begin implementation of Mastery Based Grading, which will allow students multiple opportunities to demonstrate mastery of curriculum.	Administrators and TILT will plan on-going PD around mastery-based grading and monitor implementation.	PD agendas, department agendas and minutes, student work		
2-5	Teachers will explore and pilot a No-D policy grading practice.	Administrators and TILT will plan on-going PD around the No "D" policy.	Marking period grades.		
2-6	Teachers discuss in pathways and families how to best support struggling students	Administrators and counselors provide data for pathway discussions about struggling students	pathway/family meeting minutes, trackers		
2-7	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	Admin and counselors work to identify those students who meet the criteria for being enrolled in Algebra support	Student schedules and grades		

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

<b>School Priority:</b>	To reestablish a positive culture and climate that is informed by needs of our school community.
<b>School Theory of Change:</b>	<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>
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Conduct student needs assessment to get an understanding of how they are experiencing school, and identify the academic, social, and emotional needs that Oakland High can provide.	Develop needs assessment & support administration of needs assessment prior to school starting. Summarize learnings and develop action plan to address needs.	-Data review of needs assessment in Culture and climate		
3-2	Refer students to COST team that may need small group or individualized supports.	Partner with Providers, students, and families to develop a holistic support plan for students in COST.	- Data on cost team referrals and numbers of students served and accepting of services		
3-3	Facilitate on-going community building with students	Provide and model community bulidng amongst staff during family/ Pathway meetings, faculty meetings, and professional development days.	-at least one community building activity for each grade level in each pathway and family.		
3-4	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	Strengthen multi-tiered system and supports for Chronic Absence. Include role of administrators, case managers, and academic counselor.	-Agendas for 9th grade family meetings		
3-5	Create a re-entry plan for students who have been suspended	Develop a holistic re-entry support plan for students who have been suspended in collaboration with teachers, support teams, and partners on campus.	-Data from RJ coordinator - quantity of re-entry circles.		



3-6	While communicating with families, help identify parents who want to be more involved in school wide planning or supports.	Invite families to participate in leadership bodies on campus.	-membership logs -Outreach via parentsquare -continue sending family newsletter		
3-7	Engage students in School-wide expectation (PROPS)	Redefine School-wide expectations and practices to align what staff and students needs (PROPS)	-Props posters on classroom walls -Props cards being used -Props cards being cashed in for prizes.		
3-8	Engage students, families, and staff in identifying actionable steps to confront and remove racist or oppressive systems and practices that prevent students from developing their full academic, social, and emotional potential	Engagement plan for students, families, and staff.	-Definiion of what O High believes in as an anti-racist community -Glossery of words and what we understand them to mean to build understanding as a community.		

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

<b>School Priority:</b>	High Quality Teacher Retention
<b>School Theory of Change:</b>	If we retain high quality teachers:  Then the the students and the community benefit from the consistency of an adult who cares for the work, the community, and the students. Then we support long term relationship building that builds trust and increases student connection to school. Then we increase graduation rates.
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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4-1	Participate in PD for ELs and SPED	Partner with SPED and EL group to bring in OUSD PD	-Agendas from meeting -invitations to have district personnel to provide PD to different groups.		
4-2	Teachers will participate in pathway, department and grade level common planning.	Admin will provide common planning time.	-schedule our Wednesday after school time to support pathway and department time.		
4-3	Teachers participate in the hiring process.	Admin invites teachers to the hiring panel.	-submitted teacher names for the hiring committee		
4-4	Teachers teaching at high quality as rated on the OETF rubric.	Observe, coach, and evaluate teachers using the OETF rubric.	-OETF scores / averages		

**CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))**

<b>School Priority:</b>	Black students will decrease chronic student absenteeism
<b>School Theory of Change:</b>	If chronic absenteeism decreases in African American Students, then we will see increases in student grades, graduation rates, and A-G completion.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Culturally relevant Curriculum	Pathway/ family structure is set up to develop culturally relevant curriculum. PD time set aside for teachers to incorporate culturally relevant curriculum.	-Observation / lesson plans and OETF indicator ratings. -Ethnic Studies curriculum added to support culturally relevant instruction.		

5-2	Student / family / teacher / admin meeting	SST / SART / SARB meetings	-data collected in Aeries to document these meetings were held.		
5-3	Classroom culture and relationship building	Time set aside to collaborate and develop culture building and relationship building activities.	-teacher observations as seen on OETF indicators on classroom culture and climate. -at least one activity from each pathway or family that is a community building activity.		
5-4	Specific outreach to AA families		-IDAG group meetings -Sisterhood group meetings -Black Family night events		

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS**  
(see [Stages of ELD instructions and resources](#))

<b>School Priority:</b>	English Learner students continuously develop their language, reaching English fluency in six years or less.
<b>School Theory of Change:</b>	If we continue to develop the RISE academy to build rigorous academics, CTE and comprehensive student support; If we develop protocols to support newcomer students transition into general education; If we develop ELD 5 curriculum with central purpose to support EL language development; If we increase the number of ELD 5 course offering for EL students; If we create teacher PD with focus on language acquisition to increase literacy skills for all EL students.  Then EL graduation rates will increase.
<b>Related Goals:</b>	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
<b>Students to be served by these actions:</b>	<i>English Language Learners</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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6-1	RISE teacher collaboration and cross curricular planning on PBL, integrate pathway theme into content areas. -add text	Prioritize meeting times for RISE academy to collaborate, prioritize funding sources to support RISE as a developing academy	-Meeting agendas -Number of PBL units offered		
6-2	Participate in PD - EL strategies, lesson planning for integrated ELD (developing language in all content areas)	Prioritize meeting times for PD at OHS, refer teachers to ELLMA office PD	-Agendas with ELLMA presentations / collaborations for teachers		
6-3	Data dives including: ID ELL, understanding reclassification, ELPAC data	Work with family/academy leads to create agendas for ELL data dives	-Agendas for meetings supporting data dives.		
6-4	Continue teaching designated ELD 5 course and PLC collaboration among the ELD 5 teachers	Funding to support ELD 5, continue with the development of ELD 5 curriculum, funding for ELD 5 course offerings	ELD 5 Curriculum		
6-5	Development of the Academic ELD course for EL students, not newcomer specific, to support English language development.	Funding to support Academic ELD course, development of curriculum, funding for Academic ELD course offerings	Academic ELD Curriculum		

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher Stipends	\$8,135	21st Century Community Learning Centers (Title IV, Part B)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Teachers hold office hours to help students who need additional support.	304-1
other classified support Stipends	\$17,890	21st Century Community Learning Centers (Title IV, Part B)	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Teachers hold office hours to help students who need additional support.	304-2
Contract over 25K to 5100	\$167,845	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Conduct student needs assessment to get an understanding of how they are experiencing school, and identify the academic, social, and emotional needs that Oakland High can provide.	304-3
Contract 25K to 5825	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Engage students in School-wide expectation (PROPS)	304-4
To be allocated in Fall 2023.	\$360,000	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Classroom culture and relationship building	304-5
Administrative Assistant I, Bilingual	\$8,357	California Partnership Academies (CPA)	2405	Clerical Salaries	7252	Administrative Assistant I, Bilingual	0.08	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-6
Administrative Assistant I, Bilingual	\$8,357	California Partnership Academies (CPA)	2405	Clerical Salaries	7252	Administrative Assistant I, Bilingual	0.08	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-7

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Administrative Assistant I, Bilingual	\$8,357	California Partnership Academies (CPA)	2405	Clerical Salaries	7252	Administrative Assistant I, Bilingual	0.08	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 11th Grade	Work with family/academy leads to create agendas for ELL data dives	304-8
Administrative Assistant I, Bilingual	\$8,357	California Partnership Academies (CPA)	2405	Clerical Salaries	7252	Administrative Assistant I, Bilingual	0.08	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Pathways and 9th grade Small Learning Communities will increase the number of cross-curricular PBL units to increase student engagement across various disciplines through more relevant and community connected content.	304-9
To be allocated in Fall 2023.	\$15,000	Educator Effectiveness Grant	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Engage students in School-wide expectation (PROPS)	304-10
STIP Teacher	\$83,169	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	New	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Pathways and 9th grade Small Learning Communities will increase the number of cross-curricular PBL units to increase student engagement across various disciplines through more relevant and community connected content.	304-11
STIP Teacher	\$88,418	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	102	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Create a re-entry plan for students who have been suspended	304-12
STIP Teacher	\$88,805	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	4754	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Participate in PD - EL strategies, lesson planning for integrated ELD (developing language in all content areas)	304-13
Specialist, Career Pathway Transitions	\$39,383	K-12 Strong Workforce Program	2205	Classified Support Salaries	8233	Specialist, Career Pathway Transitions	0.33	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	College/Career Readiness	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	304-14

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
PE Attendant	\$9,304	LCFF Discretionary	2205	Classified Support Salaries	9397	PE Attendant	0.26	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	While communicating with families, help identify parents who want to be more involved in school wide planning or supports.	304-15
Administrative Assistant I, Bilingual	\$33,426	LCFF Discretionary	2405	Clerical Salaries	7252	Administrative Assistant I, Bilingual	0.30	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 9th Grade	Teachers will participate in pathway, department and grade level common planning.	304-16
Clerical Salaries overtime	\$10,000	LCFF Discretionary	2425	Clerical Salaries Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Partner with SPED and EL group to bring in OUSD PD	304-17
Materials and Supplies	\$50,870	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Partner with Providers, students, and families to develop a holistic support plan for students in COST.	304-18
Paper	\$9,000	LCFF Discretionary	4350	Paper	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Administrators support teacher collaborations by ensuring adequate meeting and planning time and supporting the pathway director in the creation of agendas and the organizing of planning retreats	304-19
Conference Expense	\$5,000	LCFF Discretionary	5220	Conference Expense	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	SBAC Math Distance from Standard Met	Participate in PD for ELs and SPED	304-20
Equipment Maintenance & Repairs	\$7,000	LCFF Discretionary	5610	Equip Maintenance Agreeemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	LTEL Reclassification	Teachers teaching at high quality as rated on the OETF rubric.	304-21

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Interpgrm - Maint Work Orders	\$5,000	LCFF Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Conduct student needs assessment to get an understanding of how they are experiencing school, and identify the academic, social, and emotional needs that Oakland High can provide.	304-22
Professional/contracted Srvc	\$25,000	LCFF Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Teachers will explore and pilot a No-D policy grading practice.	304-23
Duplicat Equipment >= \$5000	\$7,000	LCFF Discretionary	6425	Duplicat Equipment >= \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	CAST (Science) at or above Standard	We offer a section of AVID for 10th, 11th, and 12th graders.	304-24
11-Month Teacher	\$10,411	LCFF Supplemental	1105	Certificated Teachers' Salaries	New	11-Month Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Teachers will participate in data dives in department and department groups to inform instruction.	304-25
Teacher, Structured English Immersion	\$32,083	LCFF Supplemental	1105	Certificated Teachers' Salaries	4756	Teacher, Structured English Immersion	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	CAST (Science) at or above Standard	Culturally relevant Curriculum	304-26
Teacher, Structured English Immersion	\$44,142	LCFF Supplemental	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Reading Inventory (RI) Multiple Years Below Grade Level	Teachers discuss in pathways and families how to best support struggling students	304-27
Teacher, Structured English Immersion	\$51,050	LCFF Supplemental	1105	Certificated Teachers' Salaries	4184	Teacher, Structured English Immersion	0.40	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Teachers hold office hours to help students who need additional support.	304-28



PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$53,543	LCFF Supplemental	1105	Certificated Teachers' Salaries	12	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Teachers discuss in pathways and families how to best support struggling students	304-29
Teacher, Structured English Immersion	\$54,807	LCFF Supplemental	1105	Certificated Teachers' Salaries	392	Teacher, Structured English Immersion	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	Culturally relevant Curriculum	304-30
Teacher, Structured English Immersion	\$54,854	LCFF Supplemental	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers will participate in data dives in department and department groups to inform instruction.	304-31
Teacher, Structured English Immersion	\$57,747	LCFF Supplemental	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers will participate in pathway, department and grade level common planning.	304-32
Teacher, Structured English Immersion	\$60,166	LCFF Supplemental	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC ELA Distance from Standard Met	Teachers will participate in data dives in department and department groups to inform instruction.	304-33
Teacher, Structured English Immersion	\$65,650	LCFF Supplemental	1105	Certificated Teachers' Salaries	4848	Teacher, Structured English Immersion	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	SBAC Math Distance from Standard Met	9th grade families and pathway regularly discuss and create action plans for students who are missing at least 20% of school.	304-34

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$65,908	LCFF Supplemental	1105	Certificated Teachers' Salaries	6186	Teacher, Structured English Immersion	0.70	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	Pathway/ family structure is set up to develop culturally relevant curriculum. PD time set aside for teachers to incorporate culturally relevant curriculum.	304-35
Teacher, Structured English Immersion	\$77,071	LCFF Supplemental	1105	Certificated Teachers' Salaries	3341	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Teachers discuss in pathways and families how to best support struggling students	304-36
Teachers Salaries Stipends	\$60,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Staff Participation in Foundational Professional Learning	Teachers discuss in pathways and families how to best support struggling students	304-37
PE Attendant	\$26,482	LCFF Supplemental	2205	Classified Support Salaries	9397	PE Attendant	0.74	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	Engage students in School-wide expectation (PROPS)	304-38
Assistant, Newcomer Learning Lab	\$32,138	LCFF Supplemental	2205	Classified Support Salaries	6350	Assistant, Newcomer Learning Lab	0.55	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELL Reclassification	Prioritize meeting times for RISE academy to collaborate, prioritize funding sources to support RISE as a developing academy	304-39
PE Attendant	\$62,669	LCFF Supplemental	2205	Classified Support Salaries	1522	PE Attendant	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	Engage students in School-wide expectation (PROPS)	304-40

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Specialist, College/Career Readiness	\$64,192	LCFF Supplemental	2205	Classified Support Salaries	6453	Specialist, College/Career Readiness	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	304-41
Lifeguard	\$77,617	LCFF Supplemental	2205	Classified Support Salaries	4445	Lifeguard	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 9th Grade	Engage students in School-wide expectation (PROPS)	304-42
Classsupt Salaries Overtime	\$20,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Specific outreach to AA families	304-43
Classroom Supplies	\$32,196	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 11th Grade	Culturally relevant Curriculum	304-44
Dues & Memberships	\$6,000	LCFF Supplemental	5300	Dues & Memberships	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	On Track to Graduate: 11th Grade	We offer a section of AVID for 10th, 11th, and 12th graders.	304-45
Direct Cost IT Computer Tech	\$99,750	LCFF Supplemental	5737	IT Computer Tech	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Student Connectedness to School	Culturally relevant Curriculum	304-46

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Consultants	\$18,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	College/Career Readiness	Engagement plan for students, families, and staff.	304-47
Library Technician	\$85,512	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	1.00	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Time set aside in core classes for presentations on college readiness, transcript evaluations, 4-year plans, etc	304-48
Teacher, Structured English Immersion	\$39,028	Measure N	1105	Certificated Teachers' Salaries	6187	Teacher, Structured English Immersion	0.38	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Pathway/ family structure is set up to develop culturally relevant curriculum. PD time set aside for teachers to incorporate culturally relevant curriculum.	304-49
Teacher, Structured English Immersion	\$65,046	Measure N	1105	Certificated Teachers' Salaries	6187	Teacher, Structured English Immersion	0.63	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Pathway/ family structure is set up to develop culturally relevant curriculum. PD time set aside for teachers to incorporate culturally relevant curriculum.	304-50
Teacher, Structured English Immersion	\$74,860	Measure N	1105	Certificated Teachers' Salaries	4756	Teacher, Structured English Immersion	0.70	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Teachers will explore and pilot a No-D policy grading practice.	304-51
11-Month Classroom Teacher on Special Assignment (TSA)	\$15,612	Measure N	1119	Certificated Teachers on Special Assignment Salaries	4148	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-52

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
11-Month Classroom Teacher on Special Assignment (TSA)	\$16,004	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7573	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-53
11-Month Classroom Teacher on Special Assignment (TSA)	\$16,430	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7758	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-54
11-Month Classroom Teacher on Special Assignment (TSA)	\$19,366	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7760	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-55
11-Month Classroom Teacher on Special Assignment (TSA)	\$20,279	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7756	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-56
11-Month Classroom Teacher on Special Assignment (TSA)	\$21,942	Measure N	1119	Certificated Teachers on Special Assignment Salaries	7757	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-57
Counselor	\$64,765	Measure N	1205	Certificated Pupil Support Salaries	6572	Counselor	0.50	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Counselors and admin work with teaching and Future center staff to strategically plan for multiple opportunities where students will learn about college readiness as described in teacher actions.	304-58

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Counselor	\$121,974	Measure N	1205	Certificated Pupil Support Salaries	7185	Counselor	1.00	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Counselors and admin work with teaching and Future center staff to statlegically plan for multiple opportunities where students will learn about college readiness as described in teacher actions.	304-59
Assistant Principal, High School	\$173,877	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	7391	Assistant Principal, High School	1.00	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Administrators will provide data and protocols for teachers to engage in data dives and cycles of inquiry to inform instruction.	304-60
Site Liaison, Work-Based Learning	\$137,721	Measure N	2205	Classified Support Salaries	4183	Site Liaison, Work-Based Learning	1.00	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Teachers discuss in pathways and families how to best support struggling students	304-61
Coach, College/Career Pathways	\$100,063	Measure N	2305	Classified Supervisors' and Administrators' Salaries	3513	Coach, College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Pathways and 9th grade Small Learning Communities will increase the number of cross-curricular PBL units to increase student engagement across various disciplines through more relevant and community connected content.	304-62
Administrative Assistant I, Bilingual	\$44,568	Measure N	2405	Clerical Salaries	7252	Administrative Assistant I, Bilingual	0.40	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Prioritize meeting times for PD at OHS, refer teachers to ELLMA office PD	304-63
Case Manager	\$100,746	Measure N	2405	Clerical Salaries	1897	Case Manager	0.80	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Engagement plan for students, families, and staff.	304-64
Case Manager	\$115,258	Measure N	2405	Clerical Salaries	1762	Case Manager	1.00	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	Engage students, families, and staff in identifying actionable steps to confront and remove racist or oppressive systems and practices that prevent students from developing their full academic, social, and emotional potential	304-65

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Case Manager	\$124,732	Measure N	2405	Clerical Salaries	7258	Case Manager	1.00	Goal 1: All students graduate college, career, and community ready.	We will increase the percentages of students meeting A-G completion.	SST / SART / SARB meetings	304-66
To be allocated in Fall 2023.	\$25,678	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a	We will increase the percentages of students meeting A-G completion.	Collaboration within pathways to include grade-level meetings focusing on identifying students in need of intervention (academic as well as social/emotional), and planning intervention with help of support team utilizing a students needs protocol	304-67
Case Manager	\$138,938	Other Donations	2405	Clerical Salaries	8419	Case Manager	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	SST / SART / SARB meetings	304-68
Otherclass Salaries Hourly	\$6,000	Title I, Part A Parent & Family Engagement	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	We will increase the percentages of students meeting A-G completion.	While communicating with families, help identify parents who want to be more involved in school wide planning or supports.	304-69
To be allocated in Fall 2023.	\$6,900	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	We will increase the percentages of students meeting A-G completion.	While communicating with families, help identify parents who want to be more involved in school wide planning or supports.	304-70
Teacher, Structured English Immersion	\$21,068	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2210	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-71
Teacher, Structured English Immersion	\$23,489	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	392	Teacher, Structured English Immersion	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-72

PROPOSED 2023-24 SCHOOL SITE BUDGET

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School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$28,136	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4848	Teacher, Structured English Immersion	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-73
Teacher, Structured English Immersion	\$28,246	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	6186	Teacher, Structured English Immersion	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-74
Teacher, Structured English Immersion	\$32,944	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4138	Teacher, Structured English Immersion	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-75
Teacher, Structured English Immersion	\$36,099	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Academic ELD course offered for ELL students who have been in school in the US between 5 and 12 years. Ts course will support these students in the acquisition of academic language and literacy	304-76
Teacher, Structured English Immersion	\$44,142	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Academic ELD course offered for ELL students who have been in school in the US between 5 and 12 years. Ts course will support these students in the acquisition of academic language and literacy	304-77
Teacher, Department Head	\$47,665	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	599	Teacher, Department Head	0.30	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Algebra Support Class offered for 9th grade students who have historically struggled in math, to help them pass Algebra 1, and be better prepared for college prep math coursework	304-78



PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 304

School: Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher, Structured English Immersion	\$54,854	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Academic ELD course offered for ELL students who have been in school in the US between 5 and 12 years. Ts course will support these students in the acquisition of academic language and literacy	304-79
Teacher, Structured English Immersion	\$59,762	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4831	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Academic ELD course offered for ELL students who have been in school in the US between 5 and 12 years. Ts course will support these students in the acquisition of academic language and literacy	304-80
Teacher, Structured English Immersion	\$80,867	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1654	Teacher, Structured English Immersion	0.50	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Academic ELD course offered for ELL students who have been in school in the US between 5 and 12 years. Ts course will support these students in the acquisition of academic language and literacy	304-81
Assistant, Newcomer Learning Lab	\$26,295	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	6350	Assistant, Newcomer Learning Lab	0.45	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	We will increase the percentages of students meeting A-G completion.	Work with family/academy leads to create agendas for ELL data dives	304-82
To be allocated in Fall 2023.	\$184	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	We will increase the percentages of students meeting A-G completion.	Academic ELD course offered for ELL students who have been in school in the US between 5 and 12 years. Ts course will support these students in the acquisition of academic language and literacy	304-83
Materials and Supplies	\$4,275	Title IV, Part A Student Support & Academic Enrichment	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	We will increase the percentages of students meeting A-G completion.	Culturally relevant Curriculum	304-84
Testing Materials	\$22,000	Title IV, Part A Student Support & Academic Enrichment	4375	Testing Materials	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	We will increase the percentages of students meeting A-G completion.	Teachers will participate in data dives in department and department groups to inform instruction.	304-85

**PROPOSED 2023-24 SCHOOL SITE BUDGET**

**Site Number:** 304

**School:** Oakland High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Admission Fees	\$5,975	Title IV, Part A Student Support & Academic Enrichment	5829	Admission Fees	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	We will increase the percentages of students meeting A-G completion.	Engage students in School-wide expectation (PROPS)	304-86



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **Title I, Part A School Parent and Family Engagement Policy**

*All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.*

### **Oakland High School**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Parents can access the following website <https://www.cde.ca.gov> for specific information on the state standards and assessments
- Parent can set up their students Aeries account to monitor their attendance and grades
- Counselors will assist parents in setting up an Aeries account and its usage
- Parents can schedule meetings with their student's teachers, counselor and case manager

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- Oakland High School staff will communicate with parents whenever we identify a student that isn't at least meeting classroom standards
- Oakland High School's Wellness Center is the primary resource on campus to connect our students with community based organizations positioned to support families with ensuring their student's academic success. Families and students may request services from wellness center, faculty and staff can refer students to the wellness center.
- Oakland High School's Future Center provides college and career access and support in applying for scholarships, financial aid and college applications along with hearing from colleges and universities from across the nation.

## **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- Oakland High will host an annual Title I meeting before back to school night.

The school communicates to families about the school's Title I, Part A programs by:

- Annual Title 1 meeting
- If hosting the meeting through zoom posting the recording on the school website

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- During Oakland High School's annual Back-to-School event teachers will distribute their course syllabus that includes the course curriculum, how the student will be assessed, and the grading policy
- Parents can schedule a meeting with their student's teachers to review the course syllabus via email and should reach out to the counselor or case manager if there is no response.

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Using multiple forms of outreach such as Oakland High website, posts, texts, talking points, parent square, calls and email.

## **OUSD Family Engagement Standard 3: Parent Volunteering Program**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Contacting school administration and scheduling opportunities to volunteer at least 24 hours in advance
- Contact school personnel to go to the Oakland Ed Fund to get background clearance for volunteering. <https://www.oaklandedfund.org/programs/volunteer/>

## **OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Passing out the OUSD Student and Family Handbook during registration
- Directing parents/families to OUSD Family Central website.

### **OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Having this topic on the August professional development day agenda.

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- scheduling a meeting with their student's teachers and counselor upon request at any time throughout the school year.

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Attending monthly SSC meetings and the annual Title I meeting.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Sending texts, emails and ParentSquare posts in our student languages through Talking Points or Parent Square.

The school provides support for parent and family engagement activities requested by parents by:

- Scheduling meetings with the appropriate school staff

### **OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Hiring or stipend a parent liaison and case managers to support parents with their efforts to support their student's academic goals

### **Adoption**

This policy was adopted by the Oakland High School School Site Council on October 20, 2022 and will be in effect for the period of August 8, 2022 through May 25, 2023.

The school will distribute this policy to all parents on or before **October 21, 2022**.

Name of Principal

Signature of Principal

Pamela Moy

*Pamela Moy*

Date: 8/22/2022



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

## **School-Parent Compact**

### **Oakland High School**

### **2022-2023**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2022-23 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**

At Oakland High School all students are provided with course schedules all four years that allows them to meet California's A-G requirements. All teachers at Oakland High School have full credentials or are in the process of obtaining one. In the 9th grade all students are in 9th grade families supported by a small group of teachers. All students in grades 10 - 12 are in one of 6 Linked Learning pathways supported by a small group of teachers. The families and pathways are supported by an admin team that consist of an assistant principal, academic counselor, and a case manager.

- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**

Parents have opportunities to meet with teachers during the school year. Parents can email teachers directly or they can get the assistance of the admin team to facilitate scheduling a meeting. Parents can also participate in the annual back to school event in the fall and the open house in the spring. Case managers also support coordination of SST meetings & IEP meetings to allow for greater participation and collaboration between families, teachers, and administration.

- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**

Progress report cards are mailed home and available in Aeries to parents every six weeks. When a student isn't at least meeting expectations teachers will notify parents on the report card with a notice that the student is in "danger of failing" and/or "contact teacher at once". Once the meeting is scheduled the teacher will explain what the student needs to do to be successful in the class. Teachers will both call home and email parents with updates regarding student progress and seek translation assistance when appropriate.

- 4) Provide parents reasonable access to staff.**

Parents of Oakland High students can meet with teachers, counselors, and administration when requested.

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**

Parents interested in volunteering, participating in their child's class, or observing classroom activities must get approval from the participating teacher and appropriate administrator at least 24 hours in advance. When applicable, parents have the opportunity to chaperone field trips off campus. If volunteering consistently, the parent must do the background check through the Oakland Ed Fund.

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**

During registration and throughout the school year parents will be able to set up their student's Aeries account. The Aeries account can be used to monitor their student's attendance and grades. Parents wanting additional information and support can request a meeting with their student's teachers, counselor, and case manager.

- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**

Staff members are encouraged to and supported with engaging families as partners in supporting students with being successful in school. The five admin teams in collaboration with their team of teachers meet weekly to discuss students of concern and reach out to parents to develop a plan to make sure their student is achieving. Administration provides professional development to teachers around cultural humility when communicating with families.



- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

Oakland High School's teachers and admin team make themselves available to meet with parents whenever a request is made by a parent. Oakland High School will distribute brochures, fliers, and announcements in translated languages.

### **Teacher Responsibilities**

I agree to support my students' learning in the following ways:

- Communicate clear expectations for performance to both students and parents.
- Strive to address the individual needs of the student
- Provide a safe, positive and healthy learning environment

### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.

### **Student Responsibilities**

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

- Get to school on time every day.
- Do my homework every day.
- Ask for help when I need it.
- Respect my school, classmates, staff, community members, and family at all times.

This Compact was adopted by the **Oakland High School** on **October 20, 2022** and will be in effect for the period of August 8, 2022 to May 25, 2023.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before **October 21, 2022**.

**Signature of Principal**

*Pamela Moy*

**Date: 8/22/2022**



**Oakland High School**  
**School Site Council Membership Roster**  
**2022-2023**

**SSC - Officers**

Chairperson:	Lamont Snaer
Vice Chairperson:	Charlene Johnson
Secretary:	Makayla Hicks

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (Required)	Term (1st or 2nd year term)
Pamela Moy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Anthony Nguyen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Thomas Wooding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Sarah Pallito	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Silvia Serrano	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Anevay Cruz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Lamont Snaer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Lydia Alexandre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Valencia Finley	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Alternate - Brooklyn Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Jayce Goree	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Third Thursday every month beginning at 5:30 pm
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**SSC Legal Requirements (EC Sections 65000-65001):**

- Members MUST be selected/elected by peer groups.
- There MUST be an equal number of school staff and parent/community/student members.
- Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC;
- Secondary SSC's must have student member(s);** and
- Parents/community members cannot be OUSD employees at the site.

1 Principal

3 Classroom Teachers

1 Other Staff

**AND**

4 Parents/Community Members

1 Student (at least)