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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Oakland High School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Oakland High School

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Oakland High School

Site Number: 304

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Title I Schoolwide Program | <input type="checkbox"/> Additional Targeted Support & Improvement | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input checked="" type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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 § 6500.
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: 5/11/2024

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: 0.5px solid black;"/> <i>Principal</i>	 <hr style="border: 0.5px solid black;"/> Signature	<hr style="border: 0.5px solid black;"/> 5/11/2024 Date
Shelley Gonzalez <hr style="border: 0.5px solid black;"/> <i>SSC Chairperson</i>	 <hr style="border: 0.5px solid black;"/> Signature	<hr style="border: 0.5px solid black;"/> 5/11/2024 Date
Vanessa Sifuentes <hr style="border: 0.5px solid black;"/> <i>Network Superintendent</i>	 <hr style="border: 0.5px solid black;"/> Signature	<hr style="border: 0.5px solid black;"/> 05/17/2024 Date
Lisa Spielman <hr style="border: 0.5px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0.5px solid black;"/> Signature	<hr style="border: 0.5px solid black;"/> 5/17/24 Date

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/22/2024	Faculty	Reviewed Budget and budget priorities.
2/14/2024	Admin Team	Annual SPSA Review; Worked on needs assessment to develop goals and looked at data to develop target goals.
2/15/2024	SSC	Annual SPSA Review Part 2
2/18/2024	Families Oakland High Community	Information about SPSA sent out in weekly newsletter to highlight LCAP goals and what SPSA is used for.
2/21/2024	Admin Team	Complete Part 3: Strategies & Activities
3/11/2024	Teacher Instructional Leadership Team	Reviewed Strategies and Action and the Annual Review
3/18/2024	SELLS	Review SPSA with families. Provided feedback for ELD implementation and Self Assessment
3/21/2024	SSC	Review of All Parts except CCSPP
4/18/2024	SSC	Review CCSPP portion and motion to approve the SPSA
4/25/2024	SSC / Community	

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$743,911.00
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	\$3,736,789.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$476,640	LCFF Discretionary (General Purpose Discretionary #0000)	\$125,120
Title I, Part A Parent & Family Engagement (Title I #3010)	\$13,240	LCFF Supplemental (LCFF Supplemental #0002)	\$949,725
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$220,931	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$33,100	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	California Community Schools Partnership Program (CCSPP #6332)	\$360,000
		Proposition 28 (Arts & Music in Schools) (#6770)	\$271,983
		Measure H (Measure H #9339)	\$1,286,050
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$743,911		\$2,992,878

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$3,736,789.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Oakland High School		School ID: 304
CDS Code: 1612590135905	SSC Approval Date: 5/11/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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 compare to the district rate of 47.7%. Only one other comprehensive high school has an average next year return rate higher than Oakland High.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
54.1%	22.1%	40.0%	0.5%	2.1%	14.6%	89.4%	24.5%	12.2%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
45.9%	3.7%	27.8%	1.5%	0.3%	0.5%	88.1%	7.1%	84.7%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by 5% increase in the number of students reading at or above grade level on iReady.
Identified School Need:	We will be using iReady for the first time in 24/25 school year, however our data from RI indicates that 23.4% of students are reading multiple years below grade level and we only have 13.1% of students growing 1 or more grade levels. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-66.6	not available until fall 2024	not available until fall 2025	-60.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	13.1%	not available until fall 2024	not available until fall 2025	15.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-154.7	not available until fall 2024	not available until fall 2025	-145.0
California Science Test (CAST) Standard Met or Exceeded	All Students	11.9%	not available until fall 2024	not available until fall 2025	13.0%

Graduation Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	82.0%	not available until fall 2024	not available until fall 2025	85.0%
On Track to Graduate: 9th Grade	All Students	60.0%	not available until fall 2024	not available until fall 2025	65.0%
On Track to Graduate: 11th Grade	All Students	46.2%	not available until fall 2024	not available until fall 2025	50.0%

A-G Completion	All Students	62.8%	not available until fall 2024	not available until fall 2025	65.0%
College/Career Readiness	All Students	51.9%	not available until fall 2024	not available until fall 2025	54.0%

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

School Goal:	By May 2025, Oakland High will decrease the number of students reading multiple years below grade level within the AA and Special Education population by 2% as measured by the iReady scores.
Identified School Need:	Data shows that in 22-23 23.4% of students were reading multiple years below grade level.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-159.3	not available until fall 2024	not available until fall 2025	-150.0
SBAC ELA Distance from Standard Met	African American Students	-116.1	not available until fall 2024	not available until fall 2025	-113.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	23.4%	not available until fall 2024	not available until fall 2025	21.0%
SBAC Math Distance from Standard Met	Special Education Students	-233.1	not available until fall 2024	not available until fall 2025	-230.0
SBAC Math Distance from Standard Met	African American Students	-201.4	not available until fall 2024	not available until fall 2025	-198.0

Reclassification Measures & Targets **Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	8.4%	not available until fall 2024	not available until fall 2025	10.0%
LTEL Reclassification	Long-Term English Learners	14.2%	not available until fall 2024	not available until fall 2025	17.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
School Goal:	By May 2025, Oakland High will decrease chronic absenteeism for all groups to 55%.				
Identified School Need:	Baseline data from 22-23 it indicates we are at 57.7% chronic absenteeism.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School *2021-22 baseline data	All Students	51.7%	not available until fall 2024	not available until fall 2025	55.0%
Out-of-School Suspensions	All Students	3.9%	not available until fall 2024	not available until fall 2025	3.85%
Out-of-School Suspensions	African American Students	9.9%	not available until fall 2024	not available until fall 2025	9.0%
Out-of-School Suspensions	Special Education Students	5.0%	not available until fall 2024	not available until fall 2025	4.90%
Chronic Absenteeism	All Students	57.7%	not available until fall 2024	not available until fall 2025	55.0%
Chronic Absenteeism	African American Students	72.9%	not available until fall 2024	not available until fall 2025	60.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By May 2025, Oakland High will retain 85% of our credentialed teaching staff.				
Identified School Need:	Baseline data indicates 83.3% retention. After the pandemic more people stayed due to uncertainty, but by the end of 23-24 school year more staff are leaving to move to different parts of the country.				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	83.3%	not available until fall 2024	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by 5% increase in the number of students reading at or above grade level on iReady.</i>	<ul style="list-style-type: none"> -Many teachers use at least 1 literacy strategy -ELA teachers have traditionally supported RI on a 2 or 3 times a year basis -Ethnic Studies is taught with a literacy focus -We are attempting to hire a Literacy TSA
LCAP Goal 2:	<i>By May 2025, Oakland High will decrease the number of students reading multiple years below grade level within the AA and Special Education population by 2% as measured by the iReady scores.</i>	<p>All teachers are not all horizontally nor vertically aligned in their standards in ELA or Math. Students are coming to us at all different levels of preparation, making differentiation a challenge.</p> <p>More literacy strategies need to be incorporated in more classes during the day.</p>
LCAP Goal 3:	<i>By May 2025, Oakland High will decrease chronic absenteeism for all groups to 55%.</i>	<p>Students want to be back in school</p> <p>Incentive plan in place within the school to reward excellent and improved attendance</p> <p>We have restarted our attendance team</p> <p>Mandatory Covid isolation days have been removed</p>
LCAP Goal 4:	<i>By May 2025, Oakland High will retain 85% of our credentialed teaching staff.</i>	<p>School culture and reputation attracts and retains our teachers</p> <p>Systems and structures help build collegiality and retains our teachers</p> <p>We have a large percentage of teachers who have been at Oakland High for over 10 years and remain</p> <p>There is a partnership between and admin and respect for teacher autonomy supports teacher choice.</p>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by 5% increase in the number of students reading at or above grade level on iReady.</i>	<p>All teachers are not all horizontally nor vertically aligned in their standards in ELA or Math. Students are coming to us at all different levels of preparation, making differentiation a challenge.</p> <p>More literacy strategies need to be incorporated in more classes during the day</p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By May 2025, Oakland High will decrease the number of students reading multiple years below grade level within the AA and Special Education population by 2% as measured by the iReady scores.</i></p>	<p><i>Students are still arriving multiple years below grade level as a consequence of the pandemic</i> <i>A higher percentage of our Newcomer population are arriving with interrupted education. Title I funding will be allocated to provide funding for 5 Literacy Teachers (2.3 FTE) and 4 Math Teachers (1.1 FTE) to support this goal.</i></p> <p><i>Cell phones are distracting students from book reading and increasing literacy</i> <i>Artificial Intelligence is taking away our students ability to formulate their own ideas and check their own work.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>By May 2025, Oakland High will decrease chronic absenteeism for all groups to 55%.</i></p>	<p><i>Continued fluctation of students with Covid or other illness</i> <i>Families are not always partners in working toward sending students to school</i> <i>A significant percentage of students rely on public transportation and that's outside of our control</i> <i>Many of our students have childcare or home obligations that forces them to be needed within the home</i> <i>Financial realities for the newcomer population can mean school is less priority than work.</i> <i>Title I - Parent funding will be allocated to provide funding for translation services at parent and family meetings, as well as partial funding to support a Community and Family Liaison in pursuit of this objective.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, Oakland High will retain 85% of our credentialed teaching staff.</i></p>	<p><i>Cost of living in the Bay Area and low teacher salaries.</i> <i>Lack of trust between the teachers and the ditsrict.</i> <i>Credentialling process is not user-friendly and has a lack of clarity.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Oakland High School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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.

For Title I student money - we have used most of this money for staffing to help decrease class size, focus on literacy and math and to ultimately increase student learning as demonstrated on standardized tests given once in their high school careers. This has been effective as teachers focus on teaching and learning and growing student learning.

The Title I parent money has been effective, we have had or requested translation at PTO, SELLS, Back to school night, recruitment events, and other after school activities as related to our future center and other family engagement night meetings. We have allocated the last of the Title I parent money to a parent liaison and are still looking to hire.

The Title IV money was effectively used because it was put into the hands of the teachers to decide how to supplement their classrooms and instruction and improve and enhance learning and engagement.

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

With our Algebra Success classes - 72% of students enrolled in Alg. Success passed their Algebra class. The smaller class sizes and support helped. We are tackling literacy not only in English, but in our Ethnic studies course that supports literacy and will have a smaller senior project research component. Translators have been present to our PTO meetings and SELLS meetings

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.

We added a Parent Liason as a change to our Title I Parent money expenditure. We hope it will support our families feeling connected and welcomed to the school. We also changed our LCAP Goal 3 for the 24-25 school year to focus on attendance we hope that the ethnic studies class will be a class that connects with kids (along with the relationships with adults) to draw students to class.

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? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Otherclass Salaries Hourly	Student Connectedness to School	Hire translators for events hosted by the school to increase inclusion and understanding.	Working: Translation services for parents who need it at after school engagement events. Not working: Shortage of translators or they are not available.	Continue - Oakland High is a hugely diverse campus with families speaking over 25 languages within their homes.

To be allocated in Fall 2023.	Student Connectedness to School	We allocated this for parent liaison stipend	This is still being determined as we hire for this position	Yes - we believe that this new position will connect families with the information they need about our school and bring family input to our leadership groups.
Teacher, Structured English Immersion	SBAC ELA Distance from Standard Met	Teach Ethnic Studies with a Literacy Focus	Working: Curriculum and collaboration to support our student learning and develop Oakland Specific Curriculum. Not Working: Need more collaboration time	Continue - a focus on Literacy through Ethnic Studies provides a context and grounding for our students to connect with the curriculum while improving their Literacy skills
Teacher, Structured English Immersion	Reading Inventory (RI) Growth of One Year or More	Teach Ethnic Studies with a Literacy Focus	Working: Curriculum and collaboration to support our student learning and develop Oakland Specific Curriculum. Not Working: Need more collaboration time	Continue - a focus on Literacy through Ethnic Studies provides a context and grounding for our students to connect with the curriculum while improving their Literacy skills
Teacher, Structured English Immersion	Reading Inventory (RI) Multiple Years Below Grade Level	Teach Ethnic Studies with a Literacy Focus	Working: Curriculum and collaboration to support our student learning and develop Oakland Specific Curriculum. Not Working: Need more collaboration time	Continue - a focus on Literacy through Ethnic Studies provides a context and grounding for our students to connect with the curriculum while improving their Literacy skills
Teacher, Structured English Immersion	SBAC ELA Distance from Standard Met	Teach Ethnic Studies with a Literacy Focus	Working: Curriculum and collaboration to support our student learning and develop Oakland Specific Curriculum. Not Working: Need more collaboration time	Continue - a focus on Literacy through Ethnic Studies provides a context and grounding for our students to connect with the curriculum while improving their Literacy skills
Teacher, Structured English Immersion	Reading Inventory (RI) Growth of One Year or More	Teach Ethnic Studies with a Literacy Focus	Working: Curriculum and collaboration to support our student learning and develop Oakland Specific Curriculum. Not Working: Need more collaboration time	Continue - a focus on Literacy through Ethnic Studies provides a context and grounding for our students to connect with the curriculum while improving their Literacy skills

Teacher, Structured English Immersion	SBAC Math Distance from Standard Met	Teach Algebra Success	Working: Personalized attention and focused math development to support passing Algebra Grades Not Working: some classes are so small that though the get individual attention, the lack a peer group to interact with to support student to student learning.	Continue - 72% of our students in Algebra success pass Algebra
Teacher, Structured English Immersion	On Track to Graduate: 9th Grade	Teach Algebra Success	Working: Personalized attention and focused math development to support passing Algebra Grades Not Working: some classes are so small that though the get individual attention, the lack a peer group to interact with to support student to student learning.	Continue - 72% of our students in Algebra success pass Algebra
Teacher, Department Head	A-G Completion	Teach Algebra Success	Working: Personalized attention and focused math development to support passing Algebra Grades Not Working: some classes are so small that though the get individual attention, the lack a peer group to interact with to support student to student learning.	Continue - 72% of our students in Algebra success pass Algebra
Teacher, Structured English Immersion	SBAC Math Distance from Standard Met	Teach Algebra Success	Working: Personalized attention and focused math development to support passing Algebra Grades Not Working: some classes are so small that though the get individual attention, the lack a peer group to interact with to support student to student learning.	Continue - 72% of our students in Algebra success pass Algebra

Teacher, Structured English Immersion	On Track to Graduate: 9th Grade	Teach Algebra Success	Working: Personalized attention and focused math development to support passing Algebra Grades Not Working: some classes are so small that though the get individual attention, the lack a peer group to interact with to support student to student learning.	Continue - 72% of our students in Algebra success pass Algebra
Teacher, Structured English Immersion	A-G Completion	Teach Algebra Success	Working: Personalized attention and focused math development to support passing Algebra Grades Not Working: some classes are so small that though the get individual attention, the lack a peer group to interact with to support student to student learning.	Continue - 72% of our students in Algebra success pass Algebra
Assistant, Newcomer Learning Lab	ELL Reclassification	Hired an EL Instructional Support Staff	Working: One on one pull outs; small groups. Not Working: Could not fill position once she left. Why not? No qualified candidate / low pay	No - no funding
Parent Liason	Student Connectedness to School	Hired a parent liason	Working: Getting to know the school and connecting with families Not working: Hired so late in the year could maximize the work. Why Not: approval and contract only began in March 2024	Continue - will monitor to see effectiveness

2024-25 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 Goal:

By June 2025, students will demonstrate increased literacy and math proficiency as measured by 5% increase in the number of students reading at or above grade level on iReady.

Identified Need:

We will be using iReady for the first time in 24/25 school year, however our data from RI indicates that 23.4% of students are reading multiple years below grade level and we only have 13.1% of students growing 1 or more grade levels. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	All Students	Academic	Tier 1 - Universal
1-2	Provide an algebra success class for students who are struggling.	English Learner Students	Academic	Tier 1 - Universal
1-3	Hire a literacy Teacher on Special Assignment (TSA) to support students and adults with literacy.	All Students	Academic	Tier 2 - Supplemental
1-4	Train teachers on how to administer and use the feedback from iReady testing.	All Students	Academic	Tier 1 - Universal

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

School Goal:

By May 2025, Oakland High will decrease the number of students reading multiple years below grade level within the AA and Special Education population by 2% as measured by the iReady scores.

Identified Need:

Data shows that in 22-23 23.4% of students were reading multiple years below grade level.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Reading and Literacy strategies being used in all English and Ethnic Studies classes	All Students	Academic	Tier 1 - Universal

2-2	Professional development and release days to enhance the Ethnic Studies curriculum	All Students	Academic	Tier 2 - Supplemental
2-3	Offer iReady testing three times a year	English Learner Students	Academic	Tier 1 - Universal
2-4	Provide an intervention or support class for our struggling scholars	All Students	Academic	Tier 3 - Intensified

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

School Goal:		By May 2025, Oakland High will decrease chronic absenteeism for all groups to 55%.		
Identified Need:		Baseline data from 22-23 it indicates we are at 57.7% chronic absenteeism.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Two celebrations a year to celebrate most improved and perfect attendance	All Students	Behavioral	Tier 2 - Supplemental
3-2	Reviewing data weekly to provide case management, outreach, and interventions.	All Students	Academic	Tier 1 - Universal
3-3	Do at least 2 home visits per pathway for the year to address chronic truancy	All Students	SEL / Mental Health	Tier 3 - Intensified
3-4	Provide translation for families during our meetings to ensure they are connected and support our wrap around services.	All Students	Academic	Tier 2 - Supplemental

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

School Goal:		By May 2025, Oakland High will retain 85% of our credentialed teaching staff.		
Identified Need:		Baseline data indicates 83.3% retention. After the pandemic more people stayed due to uncertainty, but by the end of 23-24 school year more staff are leaving to move to different parts of the country.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Build culture of collaboration and community within department and pathway	All Students	SEL / Mental Health	Tier 1 - Universal

4-2	Check ins for new teachers with new teacher support group and buddy teacher connection	All Students	SEL / Mental Health	Tier 2 - Supplemental
4-3	Support in connecting teachers with HR for credentialing	All Students	Academic	Tier 3 - Intensified
4-4	Recruit diverse teachers to reflect the demographics of the school	All Students	Behavioral	Tier 3 - Intensified

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Provide programming and support for affinity groups on campus like I Deserve A - G, Sisterhood, and African American Male Achievement	African American	Academic	Tier 2 - Supplemental
5-2	Provide professional development opportunities to teachers and staff	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Provide programming and support for our RISE / RIMAS program	English Learner Students	SEL / Mental Health	Tier 1 - Universal
6-2	Have a studies skills class for our new to country RISE students	English Learner Students	Academic	Tier 3 - Intensified

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
6425 - Duplicat Equipment >= \$5,000	\$4,000	LCFF Discretionary	6425	Duplicat Equipment >= \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Recruit diverse teachers to reflect the demographics of the school	304-1
5720 - Interpgm - Maint Work Orders	\$5,000	LCFF Discretionary	5720	Maintenance Work Orders	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Recruit diverse teachers to reflect the demographics of the school	304-2
5610 - Equip Maintenance & Repairs	\$7,200	LCFF Discretionary	5610	Equip Maintenance Agreeem	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Recruit diverse teachers to reflect the demographics of the school	304-3
4301 - Copier Paper	\$9,000	LCFF Discretionary	4301	Copier Paper	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Recruit diverse teachers to reflect the demographics of the school	304-4
PE Attendant	\$15,007	LCFF Discretionary	2205	Classified Support Salaries	9397	PE Attendant	0.35	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Recruit diverse teachers to reflect the demographics of the school	304-5
5825 - Consultants	\$25,000	LCFF Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Build culture of collaboration and community within department and pathway	304-6

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1120-Teacher Salaries Stipends	\$29,913	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	304-7
4310 - Materials and Supplies	\$30,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-8
5825 - Consultants	\$2,000	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Offer iReady testing three times a year	304-9
4410 - Equipment < \$5,000	\$3,000	LCFF Supplemental	4410	Equipment < \$5,000	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Train teachers on how to administer and use the feedback from iReady testing.	304-10
Teacher Structured Eng Immersn	\$9,779	LCFF Supplemental	1105	Certificated Teachers' Salaries	2020	Teacher, Structured English Immersion	0.1	Goal 1: All students graduate college, career, and community ready.		Provide an algebra success class for students who are struggling.	304-11
Teacher 11Mos 12Pay	\$12,162	LCFF Supplemental	1105	Certificated Teachers' Salaries	9694	11-Month Teacher	0.1	Goal 1: All students graduate college, career, and community ready.		Two celebrations a year to celebrate most improved and perfect attendance	304-12
2225 - Classsuppt Salaries Overtime	\$15,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Two celebrations a year to celebrate most improved and perfect attendance	304-13

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
TSA Classroom 11Mos	\$21,195	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	4756	11-Month Classroom Teacher on Special Assignment (TSA)	0.18	Goal 1: All students graduate college, career, and community ready.		Do at least 2 home visits per pathway for the year to address chronic truancy	304-14
Teacher Structured Eng Immersn	\$24,798	LCFF Supplemental	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.		Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-15
PE Attendant	\$27,870	LCFF Supplemental	2205	Classified Support Salaries	9397	PE Attendant	0.65	Goal 1: All students graduate college, career, and community ready.		Build culture of collaboration and community within department and pathway	304-16
4304 - Classroom Supplies	\$30,000	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Reviewing data weekly to provide case management, outreach, and interventions.	304-17
Teacher Structured Eng Immersn	\$40,094	LCFF Supplemental	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.		Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-18
Teacher Structured Eng Immersn	\$40,094	LCFF Supplemental	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.		Offer iReady testing three times a year	304-19
PE Attendant	\$40,566	LCFF Supplemental	2205	Classified Support Salaries	1522	PE Attendant	1	Goal 1: All students graduate college, career, and community ready.		Build culture of collaboration and community within department and pathway	304-20

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$47,413	LCFF Supplemental	1105	Certificated Teachers' Salaries	100	Teacher, Structured English Immersion	0.6	Goal 1: All students graduate college, career, and community ready.		Recruit diverse teachers to reflect the demographics of the school	304-21
Teacher Structured Eng Immersn	\$48,468	LCFF Supplemental	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.		Recruit diverse teachers to reflect the demographics of the school	304-22
Teacher Structured Eng Immersn	\$56,741	LCFF Supplemental	1105	Certificated Teachers' Salaries	392	Teacher, Structured English Immersion	0.7	Goal 1: All students graduate college, career, and community ready.		Provide programming and support for affinity groups on campus like I Deserve A - G, Sisterhood, and African American Male Achievement	304-23
Spec College/Career Readiness	\$62,144	LCFF Supplemental	2205	Classified Support Salaries	6453	Specialist, College/Career Readiness	0.5	Goal 1: All students graduate college, career, and community ready.		Reviewing data weekly to provide case management, outreach, and interventions.	304-24
5737 - Direct Cost It Computer Tech	\$63,206	LCFF Supplemental	5737	IT Computer Tech	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Recruit diverse teachers to reflect the demographics of the school	304-25
1120 - Teachers Salaries Stipends	\$64,359	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Train teachers on how to administer and use the feedback from iReady testing.	304-26
Lifeguard	\$72,081	LCFF Supplemental	2205	Classified Support Salaries	4445	Lifeguard	1	Goal 1: All students graduate college, career, and community ready.		Build culture of collaboration and community within department and pathway	304-27

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$80,344	LCFF Supplemental	1105	Certificated Teachers' Salaries	4764	Teacher, Structured English Immersion	1	Goal 1: All students graduate college, career, and community ready.		Provide programming and support for our RISE / RIMAS program	304-28
Teacher Structured Eng Immersn	\$94,201	LCFF Supplemental	1105	Certificated Teachers' Salaries	4815	Teacher, Structured English Immersion	1	Goal 1: All students graduate college, career, and community ready.		Provide an algebra success class for students who are struggling.	304-29
TSA Classroom 11Mos	\$94,211	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	6186	11-Month Classroom Teacher on Special Assignment (TSA)	0.88	Goal 1: All students graduate college, career, and community ready.		Have a studies skills class for our new to country RISE students	304-30
4399 - Unallocated	\$9,779	Title I, Part A Schoolwide Program	4399	Unallocated	n/a	n/a	n/a	n/a	College/Career Readiness	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-31
Teacher Structured Eng Immersn	\$22,273	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2210	Teacher, Structured English Immersion	0.2	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Provide an intervention or support class for our struggling scholars	304-32
Teacher Structured Eng Immersn	\$24,318	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	392	Teacher, Structured English Immersion	0.3	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Provide an intervention or support class for our struggling scholars	304-33
Teacher Structured Eng Immersn	\$33,369	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4848	Teacher, Structured English Immersion	0.3	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Provide an intervention or support class for our struggling scholars	304-34
Teacher Structured Eng Immersn	\$37,196	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.3	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-35

PROPOSED 2024-25 SCHOOL SITE BUDGET

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$47,790	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4138	Teacher, Structured English Immersion	0.4	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Provide an intervention or support class for our struggling scholars	304-36
Teacher Structured Eng Immersn	\$48,468	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4186	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.	SBAC ELA Distance from Standard Met	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-37
Teacher Department Head	\$50,573	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	599	Teacher, Department Head	0.3	Goal 1: All students graduate college, career, and community ready.	SBAC Math Distance from Standard Met	Provide an intervention or support class for our struggling scholars	304-38
Teacher Structured Eng Immersn	\$56,212	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Multiple Years Below Grade Level	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-39
Teacher Structured Eng Immersn	\$61,095	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4831	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-40
Teacher Structured Eng Immersn	\$85,566	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1654	Teacher, Structured English Immersion	0.5	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-41
4399 - Unallocated	\$130	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Chronic Absenteeism	Provide translation for families during our meetings to ensure they are connected and support our wrap around services.	304-42
2928 - Otherclass Salaries Hourly	\$6,000	Title I, Part A Parent & Family Engagement	2928	Other Classified Salaries: Hourly	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Provide translation for families during our meetings to ensure they are connected and support our wrap around services.	304-43

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
2420 - Fam liason stipends	\$7,110	Title I, Part A Parent & Family Engagement	2420	Clerical Salaries: Stipends	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Do at least 2 home visits per pathway for the year to address chronic truancy	304-44
5825 - Consultants	\$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 in joyful schools.		Provide programming and support for affinity groups on campus like I Deserve A - G, Sisterhood, and African American Male Achievement	304-45
5100 - Subagreements For Services	\$195,931	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 in joyful schools.		Build culture of collaboration and community within department and pathway	304-46
5300 - Dues & Memberships	\$4,400	Title IV, Part A Student Support & Academic Enrichment	5300	Dues & Memberships	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Support in connecting teachers with HR for credentialing	304-47
4310 - Materials and Supplies	\$6,700	Title IV, Part A Student Support & Academic Enrichment	4320	Copier/Duplicatio n Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide programming and support for our RISE / RIMAS program	304-48
4375 - Testing	\$22,000	Title IV, Part A Student Support & Academic Enrichment	4375	Testing Materials	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide programming and support for affinity groups on campus like I Deserve A - G, Sisterhood, and African American Male Achievement	304-49
4399 - Unallocated	\$15,000	Educator Effectiveness Grant	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-50
4399 - Unallocated	\$360,000	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-51

PROPOSED 2024-25 SCHOOL SITE BUDGET

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DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4399 - unallocatted	\$81,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-52
4399--Unallocated	\$81,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-53
4310 - Materials and Supplies	\$54,397	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Build culture of collaboration and community within department and pathway	304-54
4399 - Unallocated	\$217,586	Proposition 28 (Arts & Music in Schools)	4399	Unallocated	n/a	n/a	n/a	n/a		Provide programming and support for our RISE / RIMAS program	304-55
4399 - Unallocated	\$81,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-56
7220 - Unallocatted	\$42,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-57
4399 - Unallocated	\$81,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-58
4399 - Unallocated	\$24,636	College & Career Access Pathways Grant	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-59
Case Manager 24	\$129,889	Other Donations	2405	Clerical Salaries	8419	Case Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide an intervention or support class for our struggling scholars	304-60
4399 - Unallocated	\$26,233	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-61
TSA Classroom 11Mos	\$13,459	Measure H	1119	Certificated Teachers on Special Assignment Salaries	6186	11-Month Classroom Teacher on Special Assignment (TSA)	0.13	Goal 1: All students graduate college, career, and community ready.		Check ins for new teachers with new teacher support group and buddy teacher connection	304-62

PROPOSED 2024-25 SCHOOL SITE BUDGET

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TSA Classroom 11Mos	\$16,838	Measure H	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.		Reviewing data weekly to provide case management, outreach, and interventions.	304-63
TSA Classroom 11Mos	\$17,025	Measure H	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.		Check ins for new teachers with new teacher support group and buddy teacher connection	304-64
TSA Classroom 11Mos	\$20,754	Measure H	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.		Support in connecting teachers with HR for credentialing	304-65
5825 - Consultant Contracts	\$22,000	Measure H	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Provide an intervention or support class for our struggling scholars	304-66
TSA Classroom 11Mos	\$22,916	Measure H	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.		Build culture of collaboration and community within department and pathway	304-67
Teacher Structured Eng Immersn	\$24,447	Measure H	1105	Certificated Teachers' Salaries	7519	Teacher, Structured English Immersion	0.25	Goal 1: All students graduate college, career, and community ready.		Recruit diverse teachers to reflect the demographics of the school	304-68
TSA Classroom 11Mos	\$39,362	Measure H	1119	Certificated Teachers on Special Assignment Salaries	4756	11-Month Classroom Teacher on Special Assignment (TSA)	0.33	Goal 1: All students graduate college, career, and community ready.		Build culture of collaboration and community within department and pathway	304-69

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$40,721	Measure H	1105	Certificated Teachers' Salaries	6187	Teacher, Structured English Immersion	0.38	Goal 1: All students graduate college, career, and community ready.		Recruit diverse teachers to reflect the demographics of the school	304-70
4399 - Unallocated	\$50,447	Measure H	4399	Unallocated	n/a	n/a	n/a	n/a		Build culture of collaboration and community within department and pathway	304-71
TSA Classroom 11Mos	\$60,556	Measure H	1119	Certificated Teachers on Special Assignment Salaries	4756	11-Month Classroom Teacher on Special Assignment (TSA)	0.5	Goal 1: All students graduate college, career, and community ready.		Build culture of collaboration and community within department and pathway	304-72
Case Manager 20	\$61,996	Measure H	2405	Clerical Salaries	1762	Case Manager	0.5	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Reviewing data weekly to provide case management, outreach, and interventions.	304-73
Teacher Structured Eng Immersn	\$67,869	Measure H	1105	Certificated Teachers' Salaries	6187	Teacher, Structured English Immersion	0.63	Goal 1: All students graduate college, career, and community ready.		Build culture of collaboration and community within department and pathway	304-74
Counselor	\$80,442	Measure H	1205	Certificated Pupil Support Salaries	6572	Counselor	0.6	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Recruit diverse teachers to reflect the demographics of the school	304-75
Coach College/Career Pathways	\$88,866	Measure H	2305	Classified Supervisors' and Administrators' Salaries	3513	Coach, College/Career Pathways	0.5	Goal 1: All students graduate college, career, and community ready.		Build culture of collaboration and community within department and pathway	304-76

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
Case Manager 20	\$92,781	Measure H	2405	Clerical Salaries	2555	Case Manager	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Do at least 2 home visits per pathway for the year to address chronic truancy	304-77
Case Manager 24	\$109,085	Measure H	2405	Clerical Salaries	7258	Case Manager	0.8	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide programming and support for our RISE / RIMAS program	304-78
Counselor	\$127,903	Measure H	1205	Certificated Pupil Support Salaries	7185	Counselor	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Provide programming and support for affinity groups on campus like I Deserve A - G, Sisterhood, and African American Male Achievement	304-79
Site Liaison Work-Based Lrning	\$151,508	Measure H	2205	Classified Support Salaries	4183	Site Liaison, Work-Based Learning	1	Goal 1: All students graduate college, career, and community ready.		Build culture of collaboration and community within department and pathway	304-80
Asst Principal, High School	\$177,076	Measure H	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3577	Assistant Principal, High School	1	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Reviewing data weekly to provide case management, outreach, and interventions.	304-81
Library Technician	\$96,465	Measure G, Library Support	2205	Classified Support Salaries	9696	Library Technician	1	Goal 1: All students graduate college, career, and community ready.		Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-82



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 September.

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
- Teachers provide their class syllabus to families via email or other electronic means.
- 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, 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 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** on August 31, 2023 and will be in effect for the period of August 7, 2023 through May 24, 2024.

The school will distribute this policy to all parents on or before **October 21, 2023.**

Name of Principal

Signature of Principal

Pamela Moy

Pamela Moy

Date: 8/31/2023



School-Parent Compact

Oakland High School

2023-2024

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 2023-24 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 and seek translation assistance when appropriate. 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 Student Success Team (SST) meetings & Individual Education Plan (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 and seek translation assistance when appropriate.

- 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. Parents can seek translation assistance when appropriate.

- 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 and seek translation assistance when appropriate.

- 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 and our staff will seek translation assistance when appropriate.

- 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 **August 31, 2023**- and will be in effect for the period of August 7, 2023 to May 24, 2024.

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, 2023**.

Signature of Principal

Pamela Moy

Date: 8/31/2023



Oakland High

School Site Council Membership Roster

2023-2024

SSC - Officers

Chairperson:	Shelley Gonzalez
Vice Chairperson:	Mona Trevino
Secretary:	Thomas Wooding

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"/>	
Sarah Pallito	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Vu Nguyen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Thomas Wooding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Elizabeth Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Rosa Cabrera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Shelley Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Mona Trevino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
Sophie [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Amber [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Richard [REDACTED]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<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"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: (Day/Month/Time)	Third Thursday of the month on Zoom from 5:30 pm - 7:00 pm
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SSC Legal Requirements (EC Sections 65000-65001):

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

