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# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Oakland High School

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Oakland High School

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Oakland High School



## 2025-26 School Plan for Student Achievement (SPSA)

**School:** Oakland High School  
**CDS Code:** 1612590135905  
**Principal:** Pamela Moy  
**Date of this revision:** 4/17/2025

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:

<b>Contact:</b> Pamela Moy	<b>Position:</b> Principal
<b>Address:</b> 1023 MacArthur Blvd. Oakland, CA 94610	<b>Telephone:</b> 510-874-3676 <b>Email:</b> <a href="mailto:pamela.moy@ousd.org">pamela.moy@ousd.org</a>

*The School Site Council recommended this revision of the SPSA for Board approval on:* 4/17/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Oakland High School

**Site Number:** 304

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier

☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

**Date(s) plan was approved:** \_\_\_\_\_

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☐ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Pamela Moy

Principal

*Pamela Moy*

Signature

4/17/2025

Date

Shelley Gonzalez

SSC Chairperson

*Ms. Shelley Gonzalez*

Signature

5/7/2025

Date

SELLS Representative (optional)

Signature

Date

Vanessa Sifuentes

Network Superintendent

*VSifuentes*

Signature

5/12/2025

Date

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/19/2024	SSC	Reviewed data for expenditures and recieved approvals for 25-26 expenditures.
1/27/2025	Whole school	Budget review with a look at Title I spending
2/19/2025	Admin	Reviewed Goals, targets and needs assessment.
2/20/2025	SSC	Reviewed Goals, targets and needs assessment.
2/24/2025	Whole School	Review of Goals and Needs Assessment
3/20/2025	SSC	Review of Community schools Plan
4/17/2025	SSC	Review of all parts with focus on review of strategies & activites tab and budget tab and vote.

## 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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$749,469.71
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,545,717.71

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$513,360
Title I, Part A Parent & Family Engagement (#3010)	\$14,260
21st Century Community Learning Centers (Title IV, Part B #4124)	\$221,850
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$749,470</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,545,717.71</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$147,900
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$360,000
Proposition 28 (Arts & Music in Schools #6770)	\$263,348
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$796,248</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Oakland High School</b>		<b>School ID: 304</b>
<b>CDS Code: 1612590135905</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>
<b>School Mission and Vision</b>		
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.		
<b>Resource Inequities</b> (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, 2023-24

% 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.

<b>School Goal:</b>	By May 30, 2026, 85% of students that are reading three or more grade levels below average, will demonstrate at least 1 grade level of growth in iReady literacy scores and 5% of students will increase math proficiency as measured by in district interim assessments.
<b>Identified School Need:</b>	The first offering of iReady was the 24/25 school year. Teachers navigated offering the test and built a culture around taking this new test. We found that about 49% of students were 3 or more grade levels below average. Our Math teachers are still working on aligning curriculum with the timing of the curriculum embedded assessments, therefore identifying a need for better data. Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-46.5	not available until fall 2025	-40.0
SBAC ELA Participation	All Students	82.0%	94.4%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	13.1%	16.0%	not available until fall 2025	18.0%
Mathematics/Science Measures & Targets					
Measure *SBAC & CAST exclude 10% penalty, if applicable.	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	-117.6	not available until fall 2025	-110.0
SBAC Math Participation	All Students	94.2%	94.2%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	11.9%	14.6%	not available until fall 2025	15.0%
California Science Test (CAST) Participation	All Students	71.6%	85.8%	not available until fall 2025	95.0%
Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	82.0%	86.1%	not available until fall 2025	88.5%
On Track to Graduate: 9th Grade	All Students	60.0%	70.5%	not available until fall 2025	65.0%
On Track to Graduate: 11th Grade	All Students	46.2%	57.2%	not available until fall 2025	60.0%
A-G Completion	All Students	62.8%	50.8%	not available until fall 2025	65.0%



College/Career Readiness	All Students	51.9%	47.9%	not available until fall 2025	54.0%
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**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May 30 2026, 80% of African American and Special Education students will increase their iReady scores by 1-2 grade levels.
<b>Identified School Need:</b>	Data from the 24/25 beginning year and mid year iReady tests shows that on average 60% of students were reading 4 or more years below grade level or did not take the iReady test.

**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	-157.1	not available until fall 2025	-155.0
SBAC ELA Distance from Standard Met	African American Students	-116.1	-100.0	not available until fall 2025	-95.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	23.4%		not available until fall 2025	55.0%
SBAC Math Distance from Standard Met	Special Education Students	-233.1	-230.1	not available until fall 2025	-200.0
SBAC Math Distance from Standard Met	African American Students	-201.4	-170.2	not available until fall 2025	-165.0

**Reclassification Measures & Targets** *\*Reference [Stages of ELD Data slides](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	8.4%	3.8%	not available until fall 2025	5.0%
LTEL Reclassification	Long-Term English Learners	14.2%	7.3%	not available until fall 2025	9.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
<b>School Goal:</b>	By May 30, 2026, Oakland High will decrease chronic absenteeism for all groups by 3%.				
<b>Identified School Need:</b>	Baseline data from 24-25 indicates we are at 19% chronic absenteeism.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	51.7%	50.9%	not available until fall 2025	55.0%
Out-of-School Suspensions	All Students	3.9%	3.5%	not available until fall 2025	3.6%
Out-of-School Suspensions	African American Students	9.9%	9.6%	not available until fall 2025	8.9%
Out-of-School Suspensions	Special Education Students	5.0%	7.4%	not available until fall 2025	6.0%
Chronic Absenteeism	All Students	57.7%	25.4%	not available until fall 2025	16.0%
Chronic Absenteeism	African American Students	72.9%	30.8%	not available until fall 2025	21.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	By May 30, 2026, we will retain 85% of our teachers. Our teachers will demonstrate growth and alignment with school instructional practices as measured by walkthrough data gathered from the Instructional Practice Guide (IPG).				
<b>Identified School Need:</b>	Baseline data indicates 83.3% retention of teachers. From initial learning walk data, we found that some students in math and science were being asked to engage in student to student talk during instruction and in the other subjects there were few students engaged in this discourse.				
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%	83.1%	not available until fall 2025	85%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<i>By May 30, 2026, 85% of students that are reading three or more grade levels below average, will demonstrate at least 1 grade level of growth in iReady literacy scores and 5% of students will increase math proficiency as measured by in district interim assessments.</i>	<ul style="list-style-type: none"> <li>-We had at least 90% of scholars take the test - giving just a baseline for next year.</li> <li>-All English and social science teachers were able to deliver the test</li> <li>-Whole school PD was delivered on accessing data and the use of data to either group or grow scholars.</li> <li>- Most Algebra i and Geometry teachers are delivering the curriculum embedded assessments (CEA)</li> <li>- District aligned curriculum is available for both ELA and Math</li> <li>- Class for our freshman that teachers them literacy strategies.</li> <li>- Algebra success class for students who are behind in math.</li> <li>- External partner support Algebra success teachers and scholars</li> </ul>
LCAP Goal 2:	<i>By May 30 2026, 80% of African American and Special Education students will increase their iReady scores by 1-2 grade levels.</i>	<ul style="list-style-type: none"> <li>-All English and social science teachers were able to deliver the test-We had at least 90% of scholars take the test - giving just a baseline for next year.</li> <li>-All English and social science teachers were able to deliver the test</li> <li>-Whole school PD was delivered on accessing data and the use of data to either group or grow scholars.</li> <li>- Most Algebra i and Geometry teachers are delivering the curriculum embedded assessments (CEA)</li> <li>- District aligned curriculum is available for both ELA and Math</li> <li>- External partner support Algebra success teachers and scholars</li> <li>- Special education students are completing the most iReady lessons</li> <li>- Class for our freshman that teachers them literacy strategies.</li> <li>- Algebra success class for students who are behind in math.</li> </ul>
LCAP Goal 3:	<i>By May 30, 2026, Oakland High will decrease chronic absenteeism for all groups by 3%.</i>	<ul style="list-style-type: none"> <li>-Celebrations, competitions, and prizes for students</li> <li>-Attendance team meets regularly to strategize supports for our scholars with highest needs</li> <li>-Increase in home contacts from attendance team</li> <li>-Increase number of student attendance review team meetings and education of parents prior to student attendance review board meetings.</li> </ul>

LCAP Goal 4:	By May 30, 2026, we will retain 85% of our teachers. Our teachers will demonstrate growth and alignment with school instructional practices as measured by walkthrough data gathered from the Instructional Practice Guide (IPG).	<ul style="list-style-type: none"> <li>-Professional development</li> <li>-Equitable evaluations</li> <li>- Relationship building via pathway / department</li> <li>-New teacher meetings and mentors and buddies for new teachers</li> <li>-Teachers recieved a raise in 2023</li> </ul>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	By May 30, 2026, 85% of students that are reading three or more grade levels below average, will demonstrate at least 1 grade level of growth in iReady literacy scores and 5% of students will increase math proficiency as measured by in district interim assessments.	<ul style="list-style-type: none"> <li>- We did not reach 95% participation for iReady or math CEA</li> <li>- Some scholars and teachers did not take the testing seriously</li> <li>- Math teachers curriculum did not align with the Embedded Curriculum content selection</li> <li>- Roll out of district is slow moving. Title I funding will be allocated to support improvement in LCAP Goal 1 by providing funding for 5 Literacy Teachers (2.3 FTE), 5 Math Teachers (1.5 FTE), and one 1.0 FTE College and Career Readiness Specialist. These resources will enhance academic support and ensure students are prepared for future success.</li> </ul>
LCAP Goal 2:	By May 30 2026, 80% of African American and Special Education students will increase their iReady scores by 1-2 grade levels.	<ul style="list-style-type: none"> <li>-No special education teachers are offering the math CEA</li> <li>-Some special education scholars are blocked out of algebra success due to scheduling and conflict with the timing of study skills.</li> <li>-Sped English teachers are not using the disrict ELA curriculum.</li> <li>-Sped math curriculum is different than the district gen ed curriculum</li> </ul>
LCAP Goal 3:	By May 30, 2026, Oakland High will decrease chronic absenteeism for all groups by 3%.	<ul style="list-style-type: none"> <li>-lack of supports or programs for our tier 3 students. Title I-Parent funding will be allocated to provide translation services at parent and family meetings, as well as partial funding to support a Community and Family Liaison. These resources will help improve engagement and alignment with LCAP Goal 3, fostering stronger connections between families, the school, and the community..</li> <li>-Fear from changes in governmental policies</li> <li>-Independent study packages are not coming back complete and having to have it 100% complete prevents partial attendance</li> <li>-Accuracy of parent contacts or migration of families so we do not have accurate contact information.</li> </ul>

<p>LCAP Goal 4:</p>	<p><i>By May 30, 2026, we will retain 85% of our teachers. Our teachers will demonstrate growth and alignment with school instructional practices as measured by walkthrough data gathered from the Instructional Practice Guide (IPG).</i></p>	<ul style="list-style-type: none"> <li>-Cost of living in the bay area</li> <li>-Family situations causing people to move away from bay area</li> <li>-Internal promotions</li> <li>-Teachers want teacher autonomy that comes into a conflict with district mandates.</li> </ul>
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## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Oakland High School

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 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.

The use of Title I funds to fund teachers has helped us to be able to offer focused literacy and math instruction has helped us to increase pass rates for our scholars. If there was a change in staffing, it was only the person, however the position still existed and they taught the algebra success or literacy course.

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

- Providing a literacy and algebra success block for our scholars provides more time and focus to improve outcomes.

-Having the attendance team provide supports to our truant and chronically truant scholars and families has helped decrease this statistic.

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 will have training on literacy strategies and for the use of the iReady to support student outcomes. This can be seen in adjustments to our goals in reflection of the quantity of increase we want to achieve.

-We will work toward curricular alignment in our math courses so that we can get a better baseline for our goal. Currently we are adding a math component to our goals.

-We are adding an effectiveness portion to the goal for our teacher retention to support alignment with better student outcomes.

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

Title I Expenditure Code (this column will be hidden eventually)	Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	What is working/not working? Why?  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b>	Based on this evaluation, what will you change, continue, or discontinue? Why?
4399 - Unallocated	Books other than textbooks	SBAC ELA Distance from Standard Met	Purchased books other than textbooks	The school added over 700 books across 19 classrooms.	Continue - students need diverse, multilevel books of interest to continue to help support them to become independent readers.
Teacher Structured Eng Immersn	Teacher for Math acceleration	SBAC Math Distance from Standard Met	Taught Algebra Success	-Smaller class size to focus on student learning -70% of students in algebra success also passed algebra	Continue - we continue to have a need for support for our scholars who struggle in algebra. We want to continue to push supplement students with this math intervention.

Teacher Structured Eng Immersn	Teacher for Math acceleration	On Track to Graduate: 9th Grade	Taught Algebra Success	-Smaller class size to focus on student learning -70% of students in algebra success also passed algebra	Continue - we continue to have a need for support for our scholars who struggle in algebra. We want to continue to push supplement students with this math intervention.
Teacher Structured Eng Immersn	Teacher for Math acceleration	SBAC Math Distance from Standard Met	Taught Algebra Success	-Smaller class size to focus on student learning -70% of students in algebra success also passed algebra	Continue - we continue to have a need for support for our scholars who struggle in algebra. We want to continue to push supplement students with this math intervention.
Teacher Structured Eng Immersn	Teacher for Math acceleration	On Track to Graduate: 9th Grade	Taught Algebra Success	-Smaller class size to focus on student learning -70% of students in algebra success also passed algebra	Continue - we continue to have a need for support for our scholars who struggle in algebra. We want to continue to push supplement students with this math intervention.
Teacher Structured Eng Immersn	Teacher for literacy acceleration	SBAC ELA Distance from Standard Met	Taught Literacy to students	-All Students in this class are guided through and successfully complete a mini-research paper. This develops writing skills necessary to be successful in all courses. -Students learn and use literacy strategies in this course that they can then transfer to other classes to support better literacy.	Continue - we have only just started to gather iREADY data and want to continue to monitor our student growth with this new tool. Previous to this tool, we had 16% of our students grow a year and ideally all students grow a year or more.
Teacher Structured Eng Immersn	Teacher for literacy acceleration	Reading Inventory (RI) Growth of One Year or More	Taught Literacy to students	-All Students in this class are guided through and successfully complete a mini-research paper. This develops writing skills necessary to be successful in all courses. -Students learn and use literacy strategies in this course that they can then transfer to other classes to support better literacy.	Continue - we have only just started to gather iREADY data and want to continue to monitor our student growth with this new tool. Previous to this tool, we had 16% of our students grow a year and ideally all students grow a year or more.
Teacher Department Head	Teacher for Math acceleration	On Track to Graduate: 9th Grade	Taught Algebra Success	-Smaller class size to focus on student learning -70% of students in algebra success also passed algebra	Continue - we continue to have a need for support for our scholars who struggle in algebra. We want to continue to push supplement students with this math intervention.

Teacher Structured Eng Immersn	Teacher for literacy acceleration	Reading Inventory (RI) Multiple Years Below Grade Level	Taught Literacy to students	-All Students in this class are guided through and successfully complete a mini-research paper. This develops writing skills necessary to be successful in all courses. -Students learn and use literacy strategies in this course that they can then transfer to other classes to support better literacy.	Continue - we have only just started to gather iREADY data and want to continue to monitor our student growth with this new tool. Previous to this tool, we had 16% of our students grow a year and ideally all students grow a year or more.
Teacher Structured Eng Immersn	Teacher for literacy acceleration	Reading Inventory (RI) Growth of One Year or More	Taught Literacy to students	-All Students in this class are guided through and successfully complete a mini-research paper. This develops writing skills necessary to be successful in all courses. -Students learn and use literacy strategies in this course that they can then transfer to other classes to support better literacy.	Continue - we have only just started to gather iREADY data and want to continue to monitor our student growth with this new tool. Previous to this tool, we had 16% of our students grow a year and ideally all students grow a year or more.
Teacher Structured Eng Immersn	Teacher for literacy acceleration	i-Ready Reading at or above Mid-Grade	Taught Literacy to students	-All Students in this class are guided through and successfully complete a mini-research paper. This develops writing skills necessary to be successful in all courses. -Students learn and use literacy strategies in this course that they can then transfer to other classes to support better literacy.	Continue - we have only just started to gather iREADY data and want to continue to monitor our student growth with this new tool. Previous to this tool, we had 16% of our students grow a year and ideally all students grow a year or more.
4399 - Unallocated	n/a	n/a	n/a	n/a	n/a
2928 - Otherclass Salaries Hourly	Translation services	Student Connectedness to School	Translation for our meetings that include but not limited to parent teacher organization, student english language learners, 504s, individual education programs, back to school night, etc.	-We are able to provide translation for our families at various meetings (whole school or individual). -Not working is our struggle to learn how to order translation outside of the district or languages that are not as common in our school.	Continue - it is a moral imperative to be able to communicate with our families in their home languages.



2420 - Fam liason stipends	Family Liason	Student Connectedness to School	Hire a person to support familes in navigating our school resources and connect families to resources or provide information from the school.	This person has been helpful in supporting families to access resources they needed to support their scholar. Additionally this person has made phone calls for attendance to offer resources for our families. She supports organizing SSC documents and connecting groups with each other. -We need to better utilize the services of our parent liason.	Continue - As often as we try to share, reach out or provide information it is always helpful to have a person soley dedicated to supporting families navigate our systems and strutures.
Title I Parent - Contract Parent Liaison	Translation services - external to OUSD	Student Connectedness to School	Translation for our meetings that include but notlimited to parent teacher organization, student english language learners, 504s, individual education programs, back to school night, etc.	-We are able to provide translation for our families at various meetings (whole school or individual). -Not working is our struggle to learn how to order translation outside of the district or languages that are not as common in our school.	Continue - it is a moral imperative to be able to communciate with our familes in their home languages.
Books other than Text Books - BT 788816	Books other than textbooks	SBAC ELA Distance from Standard Met	Purchased books other than textbooks	The school added over 200 books across 12 classrooms.	Continue - students need diverse, multilevel books of interest to continue to help support them to become independent readers.

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES					
School:		Oakland High School	SCHOOL ID:	304	
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance		
LCAP Goal 1: All students graduate college, career, and community ready.					
School Goal:		By May 30, 2026, 85% of students that are reading three or more grade levels below average, will demonstrate at least 1 grade level of growth in iReady literacy scores and 5% of students will increase math proficiency as measured by in district interim assessments.			
Identified Need:		The first offering of iReady was the 24/25 school year. Teachers navigated offering the test and built a culture around taking this new test. We found that about 49% of students were 3 or more grade levels below average. Our Math teachers are still working on aligning curriculum with the timing of the curriculum embedded assessments, therefore identifying a need for better data. 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 litearcy 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 use the data from iReady testing.		All Students	Academic	Tier 1 - Universal
LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.					
School Goal:		By May 30 2026, 80% of African American and Special Education students will increase their iReady scores by 1-2 grade levels.			
Identified Need:		Data from the 24/25 beginning year and mid year iReady tests shows that on average 60% of students were reading 4 or more years below grade level or did not take the iReady test.			
#	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 Literacy curriculum		All Students	Academic	Tier 2 - Supplemental

2-3	Train our special education teachers on how to use the iReady lessons and all teachers on using the data to help with grouping students or focused teaching.	English Learner Students	Academic	Tier 1 - Universal
2-4	Provide affinity groups to support our African American scholars in focus on college, career, belonging, and A-G.	All Students	Academic	Tier 3 - Intensified

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

<b>School Goal:</b>		By May 30, 2026, Oakland High will decrease chronic absenteeism for all groups by 3%.		
<b>Identified Need:</b>		Baseline data from 24-25 indicates we are at 19% 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	Pathway / Family celebration 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.**

<b>School Goal:</b>		By May 30, 2026, we will retain 85% of our teachers. Our teachers will demonstrate growth and alignment with school instructional practices as measured by walkthrough data gathered from the Instructional Practice Guide (IPG).		
<b>Identified Need:</b>		Baseline data indicates 83.3% retention of teachers. From initial learning walk data, we found that some students in math and science were being asked to engage in student to student talk during instruction and in the other subjects there were few students engaged in this discourse.		
#	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
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CONDITIONS FOR BLACK STUDENTS		<i>Instructions &amp; resources</i>		
#	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
	Have an African American Male Achievement case manager on campus to support our AA scholars.	African American	Academic	Tier 2 - Supplemental

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>Stages and Actions for ELD Implementation</i>		
#	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 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
Teachers providing study hall for scholars to support student on track for graduation.	\$11,000	21st Century Community Learning Centers (Title IV, Part B)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-1
Salaries for persons running study hall for scholars to support students to be on track for graduation	\$29,000	21st Century Community Learning Centers (Title IV, Part B)	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a			Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-2
Funds provided to EBAYC to support the peer mentor program which pays students to be peer mentors for other students on campus. Additionally pays for the adult staff who supports this program.	\$156,850	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-3
Funds for after school program funding to EBAYC. Additionally pays for the adult staff who supports this program.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-4
Stipends for teachers to for after hours performances - musica performances and our school musical performances.	\$19,000	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-5
Custodial coverage for after hours performances. This will benefit students because students want to come to a school that is clean and kept orderly. The entire community benefits from a clean school.	\$10,000	Arts & Music in Schools (Proposition 28)	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-6
Pays for supplies for Arts and Music Program to expand offerings within teachers' classes	\$50,036	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-7
Will eventually allocate to IA position to support arts and music classes.	\$184,312	Arts & Music in Schools (Proposition 28)	4399	Unallocated	n/a	n/a	n/a			Train our special education teachers on how to use the iReady lessons and all teachers on using the data to help with grouping students or focused teaching.	304-8
This will be allocated based on proposals reviewed by the CCSPP committee that are reviewed and then moved forward to ssc.	\$360,000	California Community Schools Partnership Program	4399	Unallocated	n/a	n/a	n/a			Provide programming and support for affinity groups on campus like I Deserve A - G, Sisterhood, and African American Male Achievement	304-9
Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materisl for college technical education classes.	\$81,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-10

**PROPOSED 2025-26 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
Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materials for college technical education classes.	\$81,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-11
Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materials for college technical education classes.	\$78,291	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-12
Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materials for college technical education classes.	\$69,592	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-13
Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materials for college technical education classes.	\$78,291	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-14
Extended contracts for Dual Enrollment teacher of record. Teacher responsibilities include attendance, checking in on student grades, and responsible for emergency needs.	\$20,000	College & Career Access Pathways Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Recruit diverse teachers to reflect the demographics of the school	304-15
Books for new Dual Enrollment courses that are taught on campus for our students. The goal is to have students take college level courses and earn college credit that is transferrable to either community college or 4 year colleges. Students who will benefit are students in the dual enrollment course.	\$5,000	College & Career Access Pathways Grant	4200	Books other than Textbooks	n/a	n/a	n/a			Provide professional development opportunities to teachers and staff	304-16
Reserve for any needs related to dual enrollment - this may include materials for labs related to dual enrollment courses like science supplies or arts supplies or any workbooks that the dual enrollment instructor requests. Dual Enrollment students and teachers benefit as this is the only source to purchase materials to support the running of this class.	\$343	College & Career Access Pathways Grant	4399	Unallocated	n/a	n/a	n/a			Provide professional development opportunities to teachers and staff	304-17

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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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Funds for after school programing - After school programming includes a peer mentor program where our upper classmen mentor our 9th grade scholars in academics and social emotional aspects during the transitional year of 9th grade, studyhall sessions for our athletes, tutoring for our scholars, music thearapy, community service opportunities and academic clubs. It also includes funding for program managers to operate this program and coordinate all the after school options. Students who particpate in the after school program benefit as does the community at large to support scholars in their academics and to provide a space for them to be instead of on the streets of Oakland.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-18
Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materisl for college technical education classes.	\$70,518	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-19
Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materisl for college technical education classes.	\$85,557	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-20
Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materisl for college technical education classes.	\$69,638	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-21
Pathway allocation to be used for extended contracts, substitutes, field trip expenses, retreat expenses, and materisl for college technical education classes.	\$149,667	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-22

**PROPOSED 2025-26 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Stipends for teachers for extra work - teachers who teach more than two preps are required to be paid extra work per the union contract. Due to the large demands at our school and needs of our scholars we have over 26 teachers teaching 3 or more preps. Each additional prep is paid based on the union contract. Additional stipends will be paid to teachers when they support the grading of senior projects which often goes beyond the standard school day allocated time. Lastly sometimes due to enrollment we must pay a teacher to teach during their preparation period - which based on union contract is not the extra prep pay, but at their hourly rate because they are teaching during their preparation period. Our entire student body and school benefits because this extra work supports teaching and learning on campus, but is also required by the union contract.	\$50,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Professional development and release days to enhance the Literacy curriculum	304-23



**PROPOSED 2025-26 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	DESCRIPTION OF STUDENT NEED	RELATED SPSSA ACTIVITY	BUDGET ACTION NUMBER
Salaries for classified employees for overtime work - OUSD custodial has informed me I must pay for any time after 4 pm on weekdays and any weekend that I require custodial to work. This is for all school related events including but not limited to: PTO events or meetings, school plays, sporting events that are not sponosred by the Oakland Athletic League, School Site Council meetings, SELLS meetings, CCSPP meetings, school musical performances, senior awards ceremonies, workshops supporting financial aid completion, workshops supporting college applicaiton completion, school dances, talent show, report card pick up nights, back to school night, welcoming 9th grade families night, pathway information night, student celebration / awards nights. OT/ET for Case Managers to attend and do work on our culture and climate team. Our entire schools' population would benefit from these events as they not only build culture and climate, but provide information and programming to celebrate our scholars. Additionall some of these things are required by OUSD and compliance.	\$20,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a			Have a studies skills class for our new to country RISE students	304-24
Suplies and materials for the school - supplies to include paper for the copy machines, toner, pens, pencils, staples, erasers, composition books, scissors, and other supplies necessary for a school to run. The entire school benefits as it will allow for our teachers to teach and teach lessons.	\$20,000	LCFF Supplemental	4304	Classroom Supplies	n/a	n/a	n/a			Train teachers on how to administer and use the data from iReady testing.	304-25
Pay for cost of advanced placement tests - Schools pay for the advanced placement tests for students who are not low income. This benefits our diverse scholars taking the AP tests and all scholars in those classes should take the test.	\$22,000	LCFF Supplemental	4375	Testing Materials	n/a	n/a	n/a			Reviewing data weekly to provide case management, outreach, and interventions.	304-26
To pay for printers or projector replacement. Most projectors and printers in our school are over 10 years old. Through normal wear and tear we inevitably will need to replace a few a year.	\$3,000	LCFF Supplemental	4410	Equipment < \$5,000	n/a	n/a	n/a			Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-27

**PROPOSED 2025-26 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
AVID membership - This is a required membership in order to offer the AVID class. It allows us to use the AVID name, materials, and content. This is will support our scholars in AVID as it is a course when listed on thier college applications will benefit their application chances to colleges and universities.	\$4,500	LCFF Supplemental	5300	Dues & Memberships	n/a	n/a	n/a			Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	304-28
This will be used for printing services for the school which will include printing of programs, new signs for our cell phone polkicy, lamination and items to hang the signs on exterior gates.	\$28,400	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-29
To be allocated to align with Measure H activities that align with pathway development. This includes subs for linked learning pathway trips, funds for transporation and admissions for linked learning field trips and all things included in our Measure H plan.	\$21,045	Measure H Carryover	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-30
0.25 FTE for PCN 6187 - Teacher Salaries: Hire a Teacher at 1.0 FTE to support the 8-period day master schedule. In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives.	\$33,180	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	6187	Teacher, Structured English Immersion	0.25			Build culture of collaboration and community within department and pathway	304-31

**PROPOSED 2025-26 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
0.75 FTE for PCN 6187 - Teacher Salaries: Hire a Teacher at 1.0 FTE to support the 8-period day master schedule. In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives.	\$99,541	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	6187	Teacher, Structured English Immersion	0.75			Build culture of collaboration and community within department and pathway	304-32
0.25 FTE for PCN 7519 - Teacher Salaries: Hire a Teacher at .25 FTE to support the 8-period day master schedule. In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives.	\$24,830	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	7519	Teacher, Structured English Immersion	0.25			Build culture of collaboration and community within department and pathway	304-33
0.75 FTE for teacher Teacher Salaries: Hire a Teacher at .75 FTE to support the 8-period day master schedule. In order to maintain an 8-period day, we need additional teachers to teach additional classes. The more periods a school offers, the more classes a student takes, requiring more teachers. There are many benefits to having an 8-period day, including increased graduation rates, room in a student's schedule to take all of their pathway courses, and still have room in their schedule for electives.	\$93,340	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	New Position 07	Teacher, Structured English Immersion	0.75			Build culture of collaboration and community within department and pathway	304-34

**PROPOSED 2025-26 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
1.0 FTE for PCN 3697 - Counselor Pupil Support Salaries / Counselor: Hire two additional Counselors, one at 1.0 FTE and the other at .20 FTE, for a total of 1.20 FTE, to bring our total allocation up to five counselors for the school. This will allow us to provide one counselor per pathway/family. To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the district's allocation. This enables each pathway and 9th-grade family to be supported by a trio made of an assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include counseling students around academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies.	\$101,671	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	3697	Counselor	1.0			Do at least 2 home visits per pathway for the year to address chronic truancy	304-35

**PROPOSED 2025-26 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
<p>0.2 FTE for PCN 6572 - Counselor Pupil Support Salaries / Counselor: Hire two additional Counselors, one at 1.0 FTE and the other at .20 FTE, for a total of 1.20 FTE, to bring our total allocation up to five counselors for the school.</p> <p>This will allow us to provide one counselor per pathway/family. To implement the pathway admin trio support model, we must hire and fund additional counselors beyond the district's allocation. This enables each pathway and 9th-grade family to be supported by a trio made of an assistant principal, counselor, and case manager. Specific counselor duties and responsibilities include counseling students around academic intervention and future plans, supporting the dual enrollment college course program, parent and family outreach for various information and updates about students and programs, attending pathway team meetings to discuss student interventions and concerns, support course selection meetings, and upholding pathway policies.</p>	\$26,510	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	6572	Counselor	0.2			Recruit diverse teachers to reflect the demographics of the school	304-36

**PROPOSED 2025-26 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
1.0 FTE for PCN 3577 - Assistant Principal Supervisor, Administrator, Instructional Coaches Salaries: Hire an additional Assistant Principal (AP) at 1.0 FTE to bring our total allocation up to 5 Assistant Principals to be able to provide 1 AP per pathway. To implement the pathway admin trio support model, we must hire and fund an additional assistant principal beyond the district's allocation. This enables each pathway and 9th-grade family to be supported by a trio made of an assistant principal, counselor, and case manager. This trio is integral to each pathway teacher supervision and support, pathway team development, and pathway program development. It enables pathways to focus on and achieve their goals around the four pillars of Linked Learning.	\$196,079	Measure H: College & Career Readiness for All	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3577	Assistant Principal, High School	1.0			Build culture of collaboration and community within department and pathway	304-37

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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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1.0 FTE for PCN 4183 - Work Based Learning Liason Classified Support Salaries: Hire a Work-Based Learning Liaison at 1.0 FTE. The Work-Based Learning Liaison (WBLL) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The work of a WBLL is to assist pathway teacher leaders in managing the various responsibilities of pathway leadership. WBLL's work focuses on outreach, managing, and industry and community partnerships to create active industry advisory boards and work-based learning experiences for pathway students. They provide technical support to pathway leads in completing reports, data collection, and fiscal management. WBLL collaborates with Pathway Coaches at assigned school sites to support the district vision of Linked Learning College and Career Pathways and build the capacity of pathway teacher leaders. The WBLL is responsible for connecting all of our pathways students with opportunities to learn about careers. These opportunities include field trips, guest speakers, job shadowing, and internships.	\$151,466	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	4183	Site Liaison, Work-Based Learning	1.0			Build culture of collaboration and community within department and pathway	304-38

**PROPOSED 2025-26 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
0.6 FTE for PCN 6453 - College Career Specialist Classified Support Salaries: College Career Readiness Specialist (CCRS), at .60 FTE. The College Career Readiness Specialist (CCRS) will provide direct, non-instructional support to the Linked Learning Pathway teacher leaders. The person will collect data on all of our scholars and track their exposure to A-G workshops, attendance to college visits, completion of college applications, completion of financial aid forms, and completion of community college enrollment. The CCRS will work in collaboration with the WBLL and Pathway Coach to ensure a college career readiness plan for all of our scholars.	\$84,171	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	6453	Specialist, College/Career Readiness	0.6			Reviewing data weekly to provide case management, outreach, and interventions.	304-39
0.5 FTE for PCN 3513 - Pathway Coach Supervisor & Administrator Salaries: Hire a Pathway Coach at .50 FTE. The Pathway Coach is responsible for the continued development of all six pathways. The Pathway Coach's responsibilities include building pathway capacity (design and leadership), building collaborative capacity (communities of practice), developing and supporting the instructional core (project-based learning, integrated and thematic curriculum) of pathways, and addressing systemic solutions on-site and at the district level that support continued pathway development. Responsibilities include partnering with pathway directors to implement the Measure N and H and California Partnership Academy (CPA) plans by creating agendas, facilitating meetings, providing professional development, connecting staff to external opportunities, and supporting all Measure N and H and CPA documentation.	\$101,553	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	3513	Coach, College/Career Pathways	0.5			Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	304-40



**PROPOSED 2025-26 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
<p>0.2 FTE for PCN 1897 - Case Manager Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway: 1 CM at 1.0 FTE, 1 CM at 1.0 FTE, and 1 CM for .20 FTE for a total of 2.20 FTE. Each pathway is assigned a case manager at Oakland High School to help students navigate academic and social-emotional support systems. Case Managers support students academically in all paths and 9th-grade families by checking in with students and providing support or connecting to enhance academic success, support with social-emotional counseling by having one one-on-one conversation or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of case managers include the following: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and be career-ready, and students will have a decreased incidence of discipline.</p>	\$25,122	Measure H: College & Career Readiness for All	2405	Clerical Salaries	1897	Case Manager	0.2			Reviewing data weekly to provide case management, outreach, and interventions.	304-41

**PROPOSED 2025-26 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
<p>1.0 FTE for PCN 2555 - Case Manager Clerical Salaries:</p> <p>Hire 3 Case Managers to provide 1 per pathway: 1 CM at 1.0 FTE, 1 CM at 1.0 FTE, and 1 CM for .20 FTE for a total of 2.20 FTE.</p> <p>Each pathway is assigned a case manager at Oakland High School to help students navigate academic and social-emotional support systems. Case Managers support students academically in all paths and 9th-grade families by checking in with students and providing support or connecting to enhance academic success, support with social-emotional counseling by having one one-on-one conversation or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles.</p> <p>The intended outcomes of case managers include the following: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and be career-ready, and students will have a decreased incidence of discipline.</p>	\$104,264	Measure H: College & Career Readiness for All	2405	Clerical Salaries	2555	Case Manager	1.0			Reviewing data weekly to provide case management, outreach, and interventions.	304-42

**PROPOSED 2025-26 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
<p>1.0 FTE for PCN 10560 - Case Manager Clerical Salaries: Hire 3 Case Managers to provide 1 per pathway: 1 CM at 1.0 FTE, 1 CM at 1.0 FTE, and 1 CM for .20 FTE for a total of 2.20 FTE. Each pathway is assigned a case manager at Oakland High School to help students navigate academic and social-emotional support systems. Case Managers support students academically in all paths and 9th-grade families by checking in with students and providing support or connecting to enhance academic success, support with social-emotional counseling by having one one-on-one conversation or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of case managers include the following: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and be career-ready, and students will have a decreased incidence of discipline.</p>	\$124,917	Measure H: College & Career Readiness for All	2405	Clerical Salaries	10560	Case Manager	1.0			Reviewing data weekly to provide case management, outreach, and interventions.	304-43
<p>Allocation to be distributed in accordance to measure H guidelines to each of the 6 pathways, Destination College Advising Corp, Summer Bridge, 5 family groups for collaboration. This will benefit the whole school as it supports college and career going options, culture and climate and collaboration on campus.</p>	\$163,606	Measure H: College & Career Readiness for All	4399	Unallocated	n/a	n/a	n/a			Build culture of collaboration and community within department and pathway	304-44

**PROPOSED 2025-26 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
<p>1.0 FTE for PCN 10559 - Case Manager - Clerical Salaries:</p> <p>Each pathway is assigned a case manager at Oakland High School to help students navigate academic and social-emotional support systems. Case Managers support students academically in all paths and 9th-grade families by checking in with students and providing support or connecting to enhance academic success, support with social-emotional counseling by having one one-on-one conversation or connecting students to resources that would support mental health, support in pathway climate and culture by checking in and providing restorative circles. The intended outcomes of case managers include the following: students will have one adult they are connected to on campus, students will graduate high school in 4 years, students will graduate college and be career-ready, and students will have a decreased incidence of discipline.</p> <p>This person also specifically supports the Cross Age Mentoring Program (CAMP) which is a program where we train and mentor our at risk high school students to mentor at risk middle school students in the work of preventing drop out, low academics, poor choices, and suspensions. This program benefits our at risk scholars and at risk scholars at our partner middle school.</p> <p>(Salary and Benefit Costs Included)</p>	\$124,917	Other Donations	2405	Clerical Salaries	10559	Case Manager	1.0			Provide affinity groups to support our African American scholars in focus on college, career, belonging, and A-G.	304-45
<p>Supplies to support running the Cross Age Mentoring Program, including supplies for mentorship and learning about mentorship. This would include materials for mentoring, field trips, materials for communications. Students who benefit are those in the cross age mentoring program both the high school and middle school students as well as society.</p>	\$10,000	Other Donations	4310	School Office Supplies	n/a	n/a	n/a			Provide affinity groups to support our African American scholars in focus on college, career, belonging, and A-G.	304-46

**PROPOSED 2025-26 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
To be allocated for CAMP program field trips or running the CAMP program - field trips could be to the police academy, juvenile justice system, court house, college visits. Students who benefit are those in the cross age mentoring program both the high school and middle school students as well as society.	\$24,183	Other Donations	4399	Unallocated	n/a	n/a	n/a			Provide affinity groups to support our African American scholars in focus on college, career, belonging, and A-G.	304-47
Coaching for Criss Age Mentoring Program teacher and curriculum development for CAMP Curriculum. The program is being assessed yearly as required by the grant and revised to improve outcomes for at risk youth.	\$49,500	Other Donations	5825	Consultants	n/a	n/a	n/a			Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	304-48
To be contracted out for CAMP program - incentives for students per the Memorandum Of Understanding and requirements for the grant with department of probation. Mentor high school students and mentee middle school students will be provided incentives for their participation in the program. Students in the CAMP program and society will benefit.	\$16,000	Other Donations	5826	External Work Order Services	n/a	n/a	n/a			Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	304-49
Translation services from OUSD employees -This will benefit students with families who are non-English speakers. The ability to communicate with families and let them know how their scholars are performing or to learn about what our school has to offer to support them and their scholar is important to improve student outcomes. Students and families of non-English speakers will benefit.	\$3,000	Title I, Part A Parent & Family Engagement	2420	Clerical Salaries: Stipends	n/a	n/a	n/a		Student Connectedness to School	Provide translation for families during our meetings to ensure they are connected and support our wrap around services.	304-50
Contract for parent family liason	\$8,260	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a		Student Connectedness to School	Do at least 2 home visits per pathway for the year to address chronic truancy	304-51
Translation services from non OUSD employees. It will improve student outcomes because we will be able to communicate with families during IEP meetings or when we have meetings with families who do not speak English. Families, the school and the scholars will benefit.	\$3,000	Title I, Part A Parent & Family Engagement	5826	External Work Order Services	n/a	n/a	n/a		Student Connectedness to School	Provide translation for families during our meetings to ensure they are connected and support our wrap around services.	304-52

**PROPOSED 2025-26 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
0.3 FTE for PCN 392 - Algebra Success Teacher - Support 9th grade students who are not ready for high school algebra 1 as determined by their math academic performance in middle school. Teachers will prepare lessons, assess students to provide instruction to fill in gaps in math learning, preview algebra work, and support students with algebra class assignments.	\$25,133	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	392	Teacher, Structured English Immersion	0.3		SBAC Math Distance from Standard Met	Provide an algebra success class for students who are struggling.	304-53
0.3 FTE for PCN 599 - Algebra Success Teacher - Support 9th grade students who are not ready for high school algebra 1 as determined by their math academic performance in middle school. Teachers will prepare lessons, assess students to provide instruction to fill in gaps in math learning, preview algebra work, and support students with algebra class assignments.	\$49,501	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	599	Teacher, Department Head	0.3		A-G Completion	Provide an algebra success class for students who are struggling.	304-54
0.5 FTE for PCN 1654 - Literacy Teacher - Support 9th grade students with the transition from middle school to the more rigorous demands of high school writing and reading. The teacher will focus on close reading of non-fiction texts with a focus on bias and credibility. During reading, developing skills for summary and paraphrasing of key ideas. Teaching writing using the Jane Schaffer method with a culmination of writing a research paper by synthesizing multiple texts.	\$84,160	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1654	Teacher, Structured English Immersion	0.5		i-Ready Reading at or above Mid-Grade	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-55
0.2 FTE for PCN 2210 - Algebra Success Teacher - Support 9th grade students who are not ready for high school algebra 1 as determined by their math academic performance in middle school. Teachers will prepare lessons, assess students to provide instruction to fill in gaps in math learning, preview algebra work, and support students with algebra class assignments.	\$22,576	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2210	Teacher, Structured English Immersion	0.2		On Track to Graduate: 9th Grade	Provide an algebra success class for students who are struggling.	304-56

**PROPOSED 2025-26 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
0.5 FTE for PCN 3149 - Literacy Teacher - Support 9th grade students with the transition from middle school to the more rigorous demands of high school writing and reading. The teacher will focus on close reading of non-fiction texts with a focus on bias and credibility. During reading, developing skills for summary and paraphrasing of key ideas. Teaching writing using the Jane Schaffer method with a culmination of writing a research paper by synthesizing multiple texts.	\$46,372	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3149	Teacher, Structured English Immersion	0.5		Reading Inventory (RI) Multiple Years Below Grade Level	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-57
0.3 FTE for PCN 3805 - Literacy Teacher - Support 9th grade students with the transition from middle school to the more rigorous demands of high school writing and reading. The teacher will focus on close reading of non-fiction texts with a focus on bias and credibility. During reading, developing skills for summary and paraphrasing of key ideas. Teaching writing using the Jane Schaffer method with a culmination of writing a research paper by synthesizing multiple texts.	\$37,704	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3805	Teacher, Structured English Immersion	0.3		i-Ready Reading at or above Mid-Grade	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-58
0.4 FTE for PCN 4138 - Algebra Success Teacher - Support 9th grade students who are not ready for high school algebra 1 as determined by their math academic performance in middle school. Teachers will prepare lessons, assess students to provide instruction to fill in gaps in math learning, preview algebra work, and support students with algebra class assignments.	\$48,411	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4138	Teacher, Structured English Immersion	0.4		SBAC Math Distance from Standard Met	Provide an algebra success class for students who are struggling.	304-59
0.5 FTE for PCN 4815- Literacy Teacher - Support 9th grade students with the transition from middle school to the more rigorous demands of high school writing and reading. The teacher will focus on close reading of non-fiction texts with a focus on bias and credibility. During reading, developing skills for summary and paraphrasing of key ideas. Teaching writing using the Jane Schaffer method with a culmination of writing a research paper by synthesizing multiple texts.	\$47,051	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4139	Teacher, Structured English Immersion	0.5		i-Ready Reading at or above Mid-Grade	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-60

## PROPOSED 2025-26 SCHOOL SITE BUDGET

**Site Number:** 304

**School:** Oakland High School

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## **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 parent / caregiver 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 parent / caregiver with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- Directing parents / caregivers to the following website <https://www.cde.ca.gov> for specific information on the state standards and assessments
- Assisting parent / caregiver to set up their students Aeries account to monitor their attendance and grades
- Providing access to Counselors who will assist parent / caregiver in setting up an Aeries account and its usage
- Parent / caregiver can schedule meetings with their student's teachers, counselor and case manager and request google classroom access if desired and available

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

- Oakland High School staff will communicate with parent / caregiver 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 the 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 parent / caregiver 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 parent / caregiver shall be invited and encouraged to attend, to inform parent / caregiver of their school's participation in Title I, Part A and to explain the program requirements and the right of parent / caregiver 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.
- parent / caregiver / caregivers 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 parent / caregiver in a format and language that the parent / caregiver 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/>
- Invite the parent / caregiver to engage with the school by attending our plays, sporting events, and music program.

### **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 parent / caregiver 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 parent / caregiver/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 parent / caregiver, the school educates staff members in the value of parent contributions, and in how to work with parent / caregiver 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 parent / caregiver 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.
- Provide an informational session for families of 9th grade students to participate in learning about the pathway selection to be able to discuss with their student about their choices.

The school involves parent / caregiver 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 parent / caregiver, including parent / caregiver with limited English proficiency, parent / caregiver with disabilities, and parent / caregiver of migratory students, by:

- Sending texts, emails and parent / caregiverquare posts in our student languages through Parent Square.

The school provides support for parent and family engagement activities requested by parent / caregiver 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 parent / caregiver in more fully participating in the education of their children by:

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

#### **Adoption**

This policy was adopted by the Oakland High School School Site Council on September 19, 2024 and will be in effect for the period of August 12, 2024 through May 29, 2024.

**The school will distribute this policy to all parents / caregivers on or before September 29, 2024.**

**Name of Principal**

**Signature of Principal**

**Pamela Moy**

*Pamela Moy*

**Date: 9/19/2024**



## School-Parent Compact

### Oakland High School

### 2024-2025

*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 Teachers will make their syllabus available for parents. School will provide access to the after school programming to support student academic needs. Compact is in effect for the 2024-25 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 consists 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 / Caregivers have opportunities to meet with teachers during the school year and seek translation assistance when appropriate. Parents / caregivers can email teachers directly or they can get the assistance of the admin team to facilitate scheduling a meeting. Parents / caregivers 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.**

Provide information on how to use and connect to Aeries to access student data. 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. Parents can ask to be added to their students' google classroom if a google classroom exists.

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

Parents / Caregivers 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 / caregivers 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, administrators, and case manager and seek translation assistance when appropriate. Teachers will make their syllabus available for parents. School will provide access to the after school programming to support student academic needs.

- 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 / caregivers 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 / Caregiver Responsibilities**

As a parent/caregiver, 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 29, 2024- and will be in effect for the period of August 12, 2024 to May 29, 2025.

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 September 29, 2024 .

### **Signature of Principal**

*Pamela Moy*

Date: 9/19/2024



## Oakland High

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Ms.Shelley Gonzalez
Vice Chairperson:	Aniyah
Secretary:	Aaron Vanderwerff

### 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"/>	
Vu Nguyen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Gustavo Onitiveros	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Kao Saepanh	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Elizabeth Ramos	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Rosa Cabrera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Ms.Shelley Gonzalez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
Aaron Vanderwerff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
Angela Nguyen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Aniyah	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
Leah (alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	
	<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

**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.

