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Board Cover Memorandum

To Board of Education

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

Meeting Date June 24, 2026

Subject 2026-2027 School Plan for Student Achievement (SPSA) for Oakland High School

Ask of the Board Approval by the Board of Education of the 2026-2027 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)

- 2026-2027 School Plan for Student Achievement (SPSA) for Oakland High School

2026-27 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: 4/16/2026

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 <hr/> <i>Principal</i>	<i>Pamela Moy</i> <hr/> Signature	<hr/> 4/16/2026 <hr/> Date
Tiffany Hampton-Amons <hr/> <i>SSC Chairperson</i>	<i>Tiffany Hampton-Amons</i> <hr/> Signature	<hr/> 5/5/26 <hr/> Date
<hr/> <i>SELLS Representative (optional)</i>	<hr/> Signature	<hr/> Date
Vanessa Sifuentes <hr/> <i>Network Superintendent</i>	<i>Vanessa Sifuentes</i> <hr/> Signature	<hr/> 04/24/2026 <hr/> Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> <hr/> Signature	<hr/> 4/17/26 <hr/> Date

2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/18/2026	Admin Team	Reflected on progress and challenges, Reviewed SPSA goals and strategies
2/19/2026	SSC	Reviewed SPSA goals and strategies, Facilitated group feedback on SPSA sections, Collected input for next
2/19/2026	SSC	Facilitated group feedback on SPSA sections, Reviewed data and identified school needs
3/19/2026	SSC & SELLS	Reflected on progress and challenges, Reviewed data and identified school needs, Reviewed SPSA goals a
4/16/2026	SSC	

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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

2026-27 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$951,360.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,920,754.00

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 Resource 3010	\$937,050
Title I Parent & Family Engagement Resource 3010	\$14,310
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$951,360

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$1,920,754.00

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$145,000
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$357,302
Proposition 28 (Arts & Music in Schools) Resource 6770	\$367,092
SUBTOTAL OF STATE & LOCAL FUNDING:	\$969,394

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Oakland High School		School ID: 304
CDS Code: 1612590135905	SSC Approval Date:	Board Approval Date:

School Mission and Vision

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

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

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

School Demographics, 2024-25

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.6%	20.5%	38.4%	0.3%	3.5%	14.8%	90.6%	21.2%	8.9%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.0%	5.2%	28.8%	1.6%	0.4%	0.2%	90.3%	10.2%	89.8%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By May 30, 2027, 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 School 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.

English Language Arts Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	All Students	-66.6	-46.5	-39.0	-40.0	-38.0
SBAC ELA Participation	All Students	82.0%	94.4%	95.8%	95.0%	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	13.1%	16.0%	28.0%	52.8%	45.0%
Mathematics/Science Measures & Targets						
Measure <small>*SBAC & CAST data exclude participation penalty, if applicable.</small>	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC Math Distance from Standard Met	All Students	-154.7	-117.6	-99.8	-110.0	-100.0
SBAC Math Participation	All Students	94.2%	94.2%	95.8%	95.0%	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	11.9%	14.6%	19.8%	11.7%	21.0%
California Science Test (CAST) Participation	All Students	71.6%	85.8%	83.9%	95.0%	95.0%
Graduation Measures & Targets						
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Four-Five Year Cohort Graduation Rate	All Students	82.0%	86.1%	81.0%	88.5%	89.0%
On Track to Graduate: 9th Grade	All Students	60.0%	70.5%	62.6%	65.0%	67.0%
On Track to Graduate: 11th Grade	All Students	46.2%	57.2%	60.9%	60.0%	62.0%
A-G Completion	All Students	62.8%	50.8%	53.7%	65.0%	68.0%
College/Career Readiness	All Students	51.9%	47.9%	51.6%	54.0%	58.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal: By May 30 2027, 80% of African American and Special Education students will increase their iReady scores by 1-2 grade levels.

Identified School 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.

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-159.3	-157.1	-121.9	-40.0	-110.0
SBAC ELA Distance from Standard Met	African American Students	-116.1	-100.0	-73.0	-95.0	-83.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	23.4%		45.5%	70.4%	65.0%
SBAC Math Distance from Standard Met	Special Education Students	-233.1	-230.1	-221.1	-110.0	-180.0
SBAC Math Distance from Standard Met	African American Students	-201.4	-170.2	-167.0	-165.0	-163.0

Reclassification Measures & Targets **Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	8.4%	3.8%	4.4%	5.0%	5.2%
LTEL Reclassification	Long-Term English Learners	14.2%	7.3%	8.5%	9.0%	9.1%

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

School Goal: By May 30, 2027, Oakland High will decrease chronic absenteeism for all groups by 3%.

Identified School Need: 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	2026-27 New Target
Student Connectedness to School	All Students	51.7%	50.9%	45.1%	55.0%	56.0%
Out-of-School Suspensions	All Students	3.9%	3.5%	2.9%	3.6%	3.4%
Out-of-School Suspensions	African American Students	9.9%	9.6%	7.1%	8.9%	8.0%
Out-of-School Suspensions	Special Education Students	5.0%	7.4%	7.1%	6.0%	6.2%
Chronic Absenteeism	All Students	57.7%	25.4%	21.9%	16.0%	15.0%
Chronic Absenteeism	African American Students	72.9%	30.8%	31.5%	21.0%	29.0%

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

School Goal: By May 30, 2027, 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).

Identified School Need: 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	83.3%	83.1%	83.9%	85.0%	85.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<i>LCAP Goal 1:</i>	By May 30, 2027, 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"> - We were able to test 85% of scholars with the iReady assessment. - For the math interims for 24-25, Algebra 1 scholars increased in proficiency 9.6%, Geometry scholars growth remained flat with an increase of 0.3%, and Algebra 2 scholars grew by 10.6%. We are still gathering data for the 25-26 school year.
<i>LCAP Goal 2:</i>	By May 30 2027, 80% of African American and Special Education students will increase their iReady scores by 1-2 grade levels.	<ul style="list-style-type: none"> - We were able to test over 85% of special education students at the beginning of both the 24/25 school year and the 25/26 school year. - We were able to test over 85% of African American students in the 25/25 school year.
<i>LCAP Goal 3:</i>	By May 30, 2027, Oakland High will decrease chronic absenteeism for all groups by 3%.	In the 23-24 school year the total severely chronic absence percentage was 25.4%, while 24-25 school year it dropped to 21.9% which is a drop of 3.5 percent.
<i>LCAP Goal 4:</i>	By May 30, 2027, 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"> -15 teachers left in the 24-25 school year, while 8 teachers left in the 25-26 school year. - In the 24-25 school year we were offered a new TSA literacy position. -From walkthrough data our math department has shown growth and alignment with the IPG.
Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By May 30, 2027, 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"> - In fall of 24-25, the first year we offered iReady, 49.4% of scholars began the year 3 or more grade levels below average, but we ended that year with 37.8% below gradelevel. -Geometry growth for math interims in the 24-25 school year was flat at 0.3% growth.
<i>LCAP Goal 2:</i>	By May 30 2027, 80% of African American and Special Education students will increase their iReady scores by 1-2 grade levels.	- looking at the data, it is hard to discern if we increased any scores from BOY to EOY because we don't test 12th grade students at the EOY, which may skew data collection and changes our data source. Oakland High School will allocate Title I funding to support essential instructional and career readiness roles, including 5 Literacy Teachers totaling 3.0 FTE and 5 Algebra Success Teachers totaling 2.0 FTE to provide supplemental learning support for Title I. Additionally, the budget includes a College Career Specialist at 1.0 FTE and a vendor contract for pull-out math services, small group work, and tutoring. Any remaining Title I Student funds will be voted on by the Site Council to further support student achievement in this goal.

<i>LCAP Goal 3:</i>	By May 30, 2027, Oakland High will decrease chronic absenteeism for all groups by 3%.	Currently in the 25-26 school year the severe chronic absence percentage is at 23.4%, which is higher than last year, but lower than in the 23-24 school year. Title I Parent Education funding will support LCAP Goal 3 at Oakland High School by enhancing school-community partnerships to address chronic absenteeism. These funds are allocated for a Parent Liaison and translation services provided through both clerical salary stipends and non-contract professional services. Any remaining Title I Parent ED funds will be used toward further supporting these family engagement and attendance goals.
<i>LCAP Goal 4:</i>	By May 30, 2027, 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"> -in the 24-25 school year we lost numerous staff to promotions within the district or growth opportunities. -In the 25-26 school year we closed one half time position in preparation for cuts in the coming year. -The 26-27 school year budget required us to cut 2 positions. -Our science department has shown no growth in the IPG.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Oakland High School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

Currently we have 2.5 FTE in Literacy focused teachers and 1.4 Math support focused teachers. This has not changed since last spring and students are all programmed appropriately. We are using 0.4 FTE for our College & Career Specialist. We recieved some carryover and will be using that for books other than textbooks to rebuild and grow classroom libraries for students to have choice during independent reading.

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

We have seen some growth with students in the Algebra success courses - mostly with students aligned with the English Language Learner course. Students are using literacy strategies learned in their literacy focused classes in their English class and they are accessing the student libraries that were purchased from books other than text books. We have been able to have more interpretation at events on campus which supports inclusiveness in our school.

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.

No changes will be made in what will be funded, however amounts of FTE may change. We hope to keep the supports already in place for this SPSA cycle.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

<p>Title I Expenditure <i>(describe expenditure in column a)</i></p>	<p>Target Addressed by Expenditure</p>	<p>Actions/Activities <i>(e.g., what does this person or program do?)</i></p>	<p>What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.</p>	<p>Based on this evaluation, what will you change, continue, or discontinue? Why?</p>
<p>Translation provided by district employees</p>	<p>Student Connectedness to School</p>	<p>Translation services</p>	<p>- What is working is our ability to reserve translation services for our parent teacher organization meetings and our SELLS meetings. - We have been able to have translation services at 100% of our SELLS and PTO meetings. - What is not working is at times we are blocked out of our internal translation, but we are able to order from the external services.</p>	<p>Continue because we continue to have a large percentage of diverse languages spoken at families homes.</p>
<p>Parent Liason contract - to support families in navigating Oakland High School and to connect families with resources.</p>	<p>Student Connectedness to School</p>	<p>Provide professional development for parents in how to use Aeries, Parent Square, or Google Classroom. Support families to connect to the school in it's various groups and within the Oakland High System.</p>	<p>-What's Working is the additional person on campus able to go on home visits. -working includes whatsapp communcaitions with different groups -Not working is the tension between a part time person and others wanting a full time person, but not having the funding for this type of role. - Not working is the need for some sessions for parents to learn about Aeries, parent square, etc have been scheduled but not presented.</p>	<p>We may need to change this to a partial FTE to align with the requests for hring instead of a contract. Additionally we will need to reassess if this FTE change makes sense given the quantity of money available. Lastly we will need to rehire or find someone who would be willing to do the work for the money allocated.</p>

<p>Translation for languages not provided to Oakland High based on language spoken percentage.</p>	<p>ELL Reclassification</p>	<p>Translation services</p>	<ul style="list-style-type: none"> - What is working is our ability to reserve translation services for our parent teacher organization meetings and our SELLS meetings. - We have been able to have translation services at 100% of our SELLS and PTO meetings. -We are able to order translation at any point for phone services for phone calls to families when we need language support to communicate. - What is not working is at times we are blocked out of our internal translation, but we are able to order from the external services. 	<p>Continue because we continue to have a large percentage of diverse languages spoken at families homes.</p>
<p>Teacher for Literacy acceleration</p>	<p>SBAC ELA Distance from Standard Met</p>	<p>Teaches literacy strategies and aligns with our senior project writing goals to begin building the skill set for our students as the move into their next grade level.</p>	<ul style="list-style-type: none"> - What's working is more of our scholars have passed their senior project. - We have had 95% participation in SBAC consistently - We had an decrease in our SBAC ELA score distance from standard met scores for all groups from -46.5 in 23/24 to -39 in 24/25. - We had a decrease in our SBAC ELA distance from standard met scores for African Americans from -100 in 23/24 to -73 - We had a decrease in our SBAC ELA distance from standard met scores for our Special Education students from -157.1 in 23/24 to -121.9 in 24/25. - in 23/24 our students who growth of 1 or more years was 16%, and grew to 28% in 24/25. - Growth areas include our continued growth and need for professional development in strategies to continue to increase our growth. 	<p>Continue because of evidence of continued growth.</p>

<p>Teacher for Literacy acceleration</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>Teaches literacy strategies and aligns with our senior project writing goals to begin building the skill set for our students as they move into their next grade level.</p>	<ul style="list-style-type: none"> - What's working is more of our scholars have passed their senior project. - We have had 95% participation in SBAC consistently - We had an decrease in our SBAC ELA score distance from standard met scores for all groups from -46.5 in 23/24 to -39 in 24/25. - We had a decrease in our SBAC ELA distance from standard met scores for African Americans from -100 in 23/24 to -73 - We had a decrease in our SBAC ELA distance from standard met scores for our Special Education students from -157.1 in 23/24 to -121.9 in 24/25. - in 23/24 our students who growth of 1 or more years was 16%, and grew to 28% in 24/25. - Growth areas include our continued growth and need for professional development in strategies to continue to increase our growth. 	<p>Continue because of evidence of continued growth.</p>
<p>Teacher for Literacy acceleration</p>	<p>Reading Inventory (RI) Growth of One Year or More</p>	<p>Teaches literacy strategies and aligns with our senior project writing goals to begin building the skill set for our students as they move into their next grade level.</p>	<ul style="list-style-type: none"> - What's working is more of our scholars have passed their senior project. - We have had 95% participation in SBAC consistently - We had an decrease in our SBAC ELA score distance from standard met scores for all groups from -46.5 in 23/24 to -39 in 24/25. - We had a decrease in our SBAC ELA distance from standard met scores for African Americans from -100 in 23/24 to -73 - We had a decrease in our SBAC ELA distance from standard met scores for our Special Education students from -157.1 in 23/24 to -121.9 in 24/25. - in 23/24 our students who growth of 1 or more years was 16%, and grew to 28% in 24/25. - Growth areas include our continued growth and need for professional development in strategies to continue to increase our growth. 	<p>Continue because of evidence of continued growth.</p>

<p>Teacher for Literacy acceleration</p>	<p>Reading Inventory (RI) Multiple Years Below Grade Level</p>	<p>Teaches literacy strategies and aligns with our senior project writing goals to begin building the skill set for our students as they move into their next grade level.</p>	<ul style="list-style-type: none"> - What's working is more of our scholars have passed their senior project. - We have had 95% participation in SBAC consistently - We had an decrease in our SBAC ELA score distance from standard met scores for all groups from -46.5 in 23/24 to -39 in 24/25. - We had a decrease in our SBAC ELA distance from standard met scores for African Americans from -100 in 23/24 to -73 - We had a decrease in our SBAC ELA distance from standard met scores for our Special Education students from -157.1 in 23/24 to -121.9 in 24/25. - in 23/24 our students who growth of 1 or more years was 16%, and grew to 28% in 24/25. - Growth areas include our continued growth and need for professional development in strategies to continue to increase our growth. 	<p>Continue because of evidence of continued growth.</p>
<p>Teacher for Literacy acceleration</p>	<p>On Track to Graduate: 9th Grade</p>	<p>Teaches literacy strategies and aligns with our senior project writing goals to begin building the skill set for our students as they move into their next grade level.</p>	<ul style="list-style-type: none"> - What's working is more of our scholars have passed their senior project. - We have had 95% participation in SBAC consistently - We had an decrease in our SBAC ELA score distance from standard met scores for all groups from -46.5 in 23/24 to -39 in 24/25. - We had a decrease in our SBAC ELA distance from standard met scores for African Americans from -100 in 23/24 to -73 - We had a decrease in our SBAC ELA distance from standard met scores for our Special Education students from -157.1 in 23/24 to -121.9 in 24/25. - in 23/24 our students who growth of 1 or more years was 16%, and grew to 28% in 24/25. - Growth areas include our continued growth and need for professional development in strategies to continue to increase our growth. 	<p>Continue because of evidence of continued growth.</p>

<p>Teacher for Math acceleration (0.3 FTE) Corbins</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Teaches algebra success to support students to pass algebra and grow their math skills.</p>	<p>Working: - We had a decrease for all students for SBAC math distance from standard from -154.7 in 22/23 to -117.6 in 23/24 to -99.8 in 24/25 - We had a decrease for Special education students for SBAC math distance from standard from -233.1 in 22/23 to -230.1 in 23/24 to -221.1 in 24/25 - We had a decrease for African American students for SBAC math distance from standard from -201.4 in 22/23 to -170.2 in 23/24 to -167.0 in 24/25. Not working: - we are limited by our master schedule in the amount of algebra success options we have and in some cases the students' own schedule not being able to fit in algebra success if it may be helpful.</p>	<p>Continue because of evidence of continued growth.</p>
<p>Teacher for Math acceleration (0.3 FTE) Sochynsky</p>	<p>On Track to Graduate: 9th Grade</p>	<p>Teaches algebra success to support students to pass algebra and grow their math skills.</p>	<p>Working: - We had a decrease for all students for SBAC math distance from standard from -154.7 in 22/23 to -117.6 in 23/24 to -99.8 in 24/25 - We had a decrease for Special education students for SBAC math distance from standard from -233.1 in 22/23 to -230.1 in 23/24 to -221.1 in 24/25 - We had a decrease for African American students for SBAC math distance from standard from -201.4 in 22/23 to -170.2 in 23/24 to -167.0 in 24/25. Not working: - we are limited by our master schedule in the amount of algebra success options we have and in some cases the students' own schedule not being able to fit in algebra success if it may be helpful.</p>	<p>Continue because of evidence of continued growth.</p>

<p>Teacher for Math acceleration (0.2 FTE) Hamilton</p>	<p>i-Ready Math at or above Mid-Grade</p>	<p>Teaches algebra success to support students to pass algebra and grow their math skills.</p>	<p>Working: - We had a decrease for all students for SBAC math distance from standard from -154.7 in 22/23 to -117.6 in 23/24 to -99.8 in 24/25 - We had a decrease for Special education students for SBAC math distance from standard from -233.1 in 22/23 to -230.1 in 23/24 to -221.1 in 24/25 - We had a decrease for African American students for SBAC math distance from standard from -201.4 in 22/23 to -170.2 in 23/24 to -167.0 in 24/25. Not working: - we are limited by our master schedule in the amount of algebra success options we have and in some cases the students' own schedule not being able to fit in algebra success if it may be helpful.</p>	<p>Continue because of evidence of continued growth.</p>
<p>Teacher for Math acceleration (0.4 FTE) Zanipatin</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Teaches algebra success to support students to pass algebra and grow their math skills.</p>	<p>Working: - We had a decrease for all students for SBAC math distance from standard from -154.7 in 22/23 to -117.6 in 23/24 to -99.8 in 24/25 - We had a decrease for Special education students for SBAC math distance from standard from -233.1 in 22/23 to -230.1 in 23/24 to -221.1 in 24/25 - We had a decrease for African American students for SBAC math distance from standard from -201.4 in 22/23 to -170.2 in 23/24 to -167.0 in 24/25. Not working: - we are limited by our master schedule in the amount of algebra success options we have and in some cases the students' own schedule not being able to fit in algebra success if it may be helpful.</p>	<p>Continue because of evidence of continued growth.</p>

<p>Teacher for Math acceleration (0.3 FTE) Blumenthal</p>	<p>SBAC Math Distance from Standard Met</p>	<p>Teaches algebra success to support students to pass algebra and grow their math skills.</p>	<p>Working: - We had a decrease for all students for SBAC math distance from standard from -154.7 in 22/23 to -117.6 in 23/24 to -99.8 in 24/25 - We had a decrease for Special education students for SBAC math distance from standard from -233.1 in 22/23 to -230.1 in 23/24 to -221.1 in 24/25 - We had a decrease for African American students for SBAC math distance from standard from -201.4 in 22/23 to -170.2 in 23/24 to -167.0 in 24/25. Not working: - we are limited by our master schedule in the amount of algebra success options we have and in some cases the students' own schedule not being able to fit in algebra success if it may be helpful.</p>	<p>Continue because of evidence of continued growth.</p>
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<p>College Career Readiness specialist. This person ensures that every student has a plan for post high school life.</p>	<p>College/Career Readiness</p>	<p>This person coordinates the partners in our Future center and along with the partners supports our students in completing college applicaitons, completing financial aid forms, filling out the California Dream Act applications, scholarship searches and completion. They also bring in colleges and univeristies for presentaitons to our scholars as well as supports enrollment at community colleges and coordinates visits to various colleges, community colleges, and universities. They support the Oakland Promise and our decision day celebrations and host many events for our district, school and seniors to promote opportunities for post high school.</p>	<ul style="list-style-type: none"> - In 24/25 we had 75.7% of students enroll in a 4 year college or university - in 24/25 we had 120 students enroll in a community college - in 24/25 we had 295 of 394 students complete a post secondary pathway plan. - in 24/25 76% of our seniors completeed FAFSA or CADAA - in 24/25 195 students completed the Oakland Promise Scholarship, and 190 of those students recieved an OP scholarship. - We ran a successful decision day in 24/25 where scholars came and declared where they would attend the following year. 	<p>Continue as this support is necessary to ensure we get accruate data and support for our students to complete college applications, enroll in schools, and apply and complete financial aid or California Dream Act paperwork.</p>
<p>To be distributed as below</p>	<p>i-Ready Reading at or above Mid-Grade</p>	<p>In the 26-27 school year the SSC will allocate these funds.</p>	<p>Working: we received this money for support of the school when budgets are tight. Not working: receiving this money too late to be able to actually vote on distributing this money.</p>	<p>If we have this funding next year we will work to allocate quickly to support our schools needs and will continue with this.</p>

To be used to support literacy growth in classrooms.	ELL Reclassification	Teachers will purchase high interest books at multiple reading levels for students to read or borrow to grow their literacy skills.	-we wer able to purchase over 500 books for English language learner classrooms, English Classrooms, and the literacy class classrooms.	If there is carryover money this will continue.
To be used to support literacy growth in classrooms.	Reading Inventory (RI) Growth of One Year or More	Teachers will purchase high interest books at multiple reading levels for students to read or borrow to grow their literacy skills.	-we wer able to purchase over 500 books for English language learner classrooms, English Classrooms, and the literacy class classrooms.	If there is carryover money this will continue.

2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School: Oakland High School

SCHOOL ID:

219

3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:

By May 30, 2027, 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 [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
1-1	Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	All Students	Academic	Tier 1 - Universal
1-2	Provide an algebra success class for students who are struggling.	English Learner Students	Academic	Tier 1 - Universal
1-3	Hire a literacy Teacher on Special Assignment (TSA) to support students and adults with literacy.	All Students	Academic	Tier 2 - Supplemental
1-4	Train teachers on how to 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 2027, 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.

School Goal: By May 30, 2027, Oakland High will decrease chronic absenteeism for all groups by 3%.

Identified Need: 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.

School Goal: By May 30, 2027, 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).

Identified Need: 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

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

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<i>ELL Progress Data</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 2026-27 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
What: Pay for stipend for arts programs after hours or extra work done to prepare for these events. Improve Outcomes: More after school events can occur for our scholars and keep them connected to the school. Who: Students and families will benefit.	\$20,000	Arts & Music in Schools (Proposition 28)	1120	Certificated Teachers' Salaries: Stipends			0.00			Build culture of collaboration and community within department and pathway	304-1
What: Para professional to support special education students in arts or music classes Improve Outcomes: This person will support our special education students to better access the curriculum and support their individual education plans. Who: Students, teachers and families	\$63,888	Arts & Music in Schools (Proposition 28)	2105	Classified Instructional Aide Salaries	11319	Paraeducator, Special Ed & TK	0.80			Recruit diverse teachers to reflect the demographics of the school	304-2
What: Para professional to support special education students in arts or music classes Improve Outcomes: This person will support our special education students to better access the curriculum and support their individual education plans. Who: Students, teachers and families	\$66,683	Arts & Music in Schools (Proposition 28)	2105	Classified Instructional Aide Salaries	11320	Paraeducator, Special Ed & TK	0.80			Recruit diverse teachers to reflect the demographics of the school	304-3
What: Custodial pay for after hours events. How: A clean space supports performances in any of the spaces that will be used. This will also improve outcomes because students will want to perform in venues that are clean. Who: Students, families, teachers, and the community at large.	\$5,000	Arts & Music in Schools (Proposition 28)	2225	Classified Support Salaries: Overtime			0.00			Provide programming and support for affinity groups on campus like I Deserve A - G, Sisterhood, and African American Male Achievement	304-4
What: Materials and supplies for arts programs to be distributed to arts teachers. How: This will enhance and supply our arts program so that arts can be done within the school especially as many of the materials are expendable and need purchasing each year. Who: Students and teachers	\$59,411	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Reviewing data weekly to provide case management, outreach, and interventions.	304-5
What: To be allocated for arts needs in the future. How: Provision of materials, supplies, upgrades to the arts program will improve student outcomes by providing items, time, new spaces as necessary. Who: the community at large, including students, families, and teachers	\$97,710	Arts & Music in Schools (Proposition 28)	4399	Unallocated			0.00			Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	304-6

PROPOSED 2026-27 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>What: To upgrade the school auditorium. How will this improve student outcomes: Our current theater has torn curtains, seats that are missing, lights hanging precarously and dangerously. To beautify and make the theater safe as well as potentially fixing seats will keep students safer, provide an actual theatrical experience, and allow for more people to attend our shows.</p> <p>Who: students, families, teachers, the community at large.</p>	\$54,400	Arts & Music in Schools (Proposition 28) Carryover	5825	Consultants			0.00			Recruit diverse teachers to reflect the demographics of the school	304-7
<p>What: Items that align with the goals set forth by the California Community Schools Partnership Program Grant.</p> <p>How: It will help connect our scholars to the school and therefore increase attendance and their grades.</p> <p>Who will benefit: All students, with a focus of African American, English Language Learners, newcomers, and students with mental health needs.</p>	\$270,000	California Community Schools Partnership Program	4399	Unallocated			0.00			Provide programming and support for our RISE / RIMAS program	304-8
<p>What: Items that align with the goals set forth by the California Community Schools Partnership Program Grant.</p> <p>How: It will help connect our scholars to the school and therefore increase attendance and their grades.</p> <p>Who will benefit: All students, with a focus of African American, English Language Learners, newcomers, and students with mental health needs.</p>	\$87,302	California Community Schools Partnership Program Carryover	4399	Unallocated			0.00			Provide affinity groups to support our African American scholars in focus on college, career, belonging, and A-G.	304-9
<p>This will pay for collaboration time for teachers as they plan for pathway development and seek gold standard. This will improve student outcomes because a quality pathway program will provide high quality curriculum and aligned work based learning activities. Students in this pathway will benefit as will the teachers and the community at large when these students graduate.</p>	\$32,400	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends			0.00			Recruit diverse teachers to reflect the demographics of the school	304-10

PROPOSED 2026-27 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
This will pay for collaboration time for teachers as they plan for pathway development and seek gold standard. This will improve student outcomes because a quality pathway program will provide high quality curriculum and aligned work based learning activities. Students in this pathway will benefit as will the teachers and the community at large when these students graduate.	\$32,400	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends			0.00			Recruit diverse teachers to reflect the demographics of the school	304-11
This will pay for collaboration time for teachers as they plan for pathway development and seek gold standard. This will improve student outcomes because a quality pathway program will provide high quality curriculum and aligned work based learning activities. Students in this pathway will benefit as will the teachers and the community at large when these students graduate.	\$32,400	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends			0.00			Recruit diverse teachers to reflect the demographics of the school	304-12
This will pay for collaboration time for teachers as they plan for pathway development and seek gold standard. This will improve student outcomes because a quality pathway program will provide high quality curriculum and aligned work based learning activities. Students in this pathway will benefit as will the teachers and the community at large when these students graduate.	\$32,400	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends			0.00			Recruit diverse teachers to reflect the demographics of the school	304-13
This will pay for collaboration time for teachers as they plan for pathway development and seek gold standard. This will improve student outcomes because a quality pathway program will provide high quality curriculum and aligned work based learning activities. Students in this pathway will benefit as will the teachers and the community at large when these students graduate.	\$32,400	California Partnership Academies (CPA)	1120	Certificated Teachers' Salaries: Stipends			0.00			Recruit diverse teachers to reflect the demographics of the school	304-14

PROPOSED 2026-27 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
This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$48,600	California Partnership Academies (CPA)	4399	Unallocated			0.00			Train teachers on how to use the data from iReady testing.	304-15
This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$48,600	California Partnership Academies (CPA)	4399	Unallocated			0.00			Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	304-16
This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$48,600	California Partnership Academies (CPA)	4399	Unallocated			0.00			Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-17

PROPOSED 2026-27 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
This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$48,600	California Partnership Academies (CPA)	4399	Unallocated			0.00			Professional development and release days to enhance the Literacy curriculum	304-18
This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$48,600	California Partnership Academies (CPA)	4399	Unallocated			0.00			Pathway / Family celebration to celebrate most improved and perfect attendance	304-19
This will pay for the certificated person who will be the teacher of record for dual enrollment classes. This will improve student outcomes because this will allow us to host dual enrollment classes on site for our scholars. This will benefit all scholars so that we can offer these classes to student.	\$20,000	College & Career Access Pathways Grant	1120	Certificated Teachers' Salaries: Stipends			0.00			Do at least 2 home visits per pathway for the year to address chronic truancy	304-20
This will be used for Dual enrollment books. This will improve student outcomes by allowing for curriculum to be used for the courses. This will benefit students taking the dual enrollment class and the professors teaching.	\$5,000	College & Career Access Pathways Grant	4200	Books other than Textbooks			0.00			Have a studies skills class for our new to country RISE students	304-21
This will be allocated during the 26-27 school year to be used for dual enrollment classes. This will improve student outcomes by supporting dual enrollment classes. This will benefit all students.	\$1,106	College & Career Access Pathways Grant	4399	Unallocated			0.00			Provide professional development opportunities to teachers and staff	304-22

PROPOSED 2026-27 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
This is a fee we pay to have this grant. This will improve student outcomes for allowing us to have this grant that will support dual enrollment classes being offered at Oakland High school and to pay for teachers, books and other materials to support dual enrollment classes.	\$1,704	College & Career Access Pathways Grant	7310	Interprogram Support/costs			0.00			Provide programming and support for our RISE / RIMAS program	304-23
This will pay for our work with EBAYC as they run our after school program. This will benefit student outcomes by offering after school programming which includes tutoring, peer mentoring, and coordinates external partners that serve our students. This will improve student outcomes by connecting students to the school and providing academic supports. This will benefit any student who participates in after school programming and all families who take advantage of after school programming.	\$100,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Reviewing data weekly to provide case management, outreach, and interventions.	304-24
This pays for the salary for the pathway director to work the extended month to prepare reports and plan for the school year. This will improve student outcomes by being able to plan for pathway work and to prepare the necessary reports required by the California Department of Education to maintain the funding to support pathway function. Students in the school and pathway benefit from this funding.	\$17,903	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	11373	TSA 11Mon 12Pay	0.13			Recruit diverse teachers to reflect the demographics of the school	304-25
This pays for the salary for the pathway director to work the extended month to prepare reports and plan for the school year. This will improve student outcomes by being able to plan for pathway work and to prepare the necessary reports required by the California Department of Education to maintain the funding to support pathway function. Students in the school and pathway benefit from this funding.	\$21,541	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	11374	TSA 11Mon 12Pay	0.13			Recruit diverse teachers to reflect the demographics of the school	304-26
This pays for the salary for the pathway director to work the extended month to prepare reports and plan for the school year. This will improve student outcomes by being able to plan for pathway work and to prepare the necessary reports required by the California Department of Education to maintain the funding to support pathway function. Students in the school and pathway benefit from this funding.	\$21,882	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	11375	TSA 11Mon 12Pay	0.13			Recruit diverse teachers to reflect the demographics of the school	304-27

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This pays for the salary for the pathway director to work the extended month to prepare reports and plan for the school year. This will improve student outcomes by being able to plan for pathway work and to prepare the necessary reports required by the California Department of Education to maintain the funding to support pathway function. Students in the school and pathway benefit from this funding.	\$17,761	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	11376	TSA 11Mon 12Pay	0.13			Recruit diverse teachers to reflect the demographics of the school	304-28
This pays for the salary for the pathway director to work the extended month to prepare reports and plan for the school year. This will improve student outcomes by being able to plan for pathway work and to prepare the necessary reports required by the California Department of Education to maintain the funding to support pathway function. Students in the school and pathway benefit from this funding.	\$20,400	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	11468	TSA 11Mon 12Pay	0.13			Recruit diverse teachers to reflect the demographics of the school	304-29
This will pay for substitutes to cover teachers who will be going on pathway field trips. This will improve student outcomes because we will be able to have chaperones for work based learning and pathway related field trips. This will benefit students in all the pathways.	\$1,000	Golden State Pathways Program	1150	Certificated Teachers: Substitutes			0.00			Recruit diverse teachers to reflect the demographics of the school	304-30
This will pay for substitutes to cover teachers who will be going on pathway field trips. This will improve student outcomes because we will be able to have chaperones for work based learning and pathway related field trips. This will benefit students in all the pathways.	\$10,000	Golden State Pathways Program	1150	Certificated Teachers: Substitutes			0.00			Support in connecting teachers with HR for credentialing	304-31
This will pay for substitutes to cover teachers who will be going on pathway field trips. This will improve student outcomes because we will be able to have chaperones for work based learning and pathway related field trips. This will benefit students in all the pathways.	\$16,000	Golden State Pathways Program	1150	Certificated Teachers: Substitutes			0.00			Recruit diverse teachers to reflect the demographics of the school	304-32
This will pay for substitutes to cover teachers who will be going on pathway field trips. This will improve student outcomes because we will be able to have chaperones for work based learning and pathway related field trips. This will benefit students in all the pathways.	\$20,000	Golden State Pathways Program	1150	Certificated Teachers: Substitutes			0.00			Recruit diverse teachers to reflect the demographics of the school	304-33
This will pay for substitutes to cover teachers who will be going on pathway field trips. This will improve student outcomes because we will be able to have chaperones for work based learning and pathway related field trips. This will benefit students in all the pathways.	\$27,000	Golden State Pathways Program	1150	Certificated Teachers: Substitutes			0.00			Recruit diverse teachers to reflect the demographics of the school	304-34

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This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$716	Golden State Pathways Program	4399	Unallocated			0.00			Provide translation for families during our meetings to ensure they are connected and support our wrap around services.	304-35
This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$875	Golden State Pathways Program	4399	Unallocated			0.00			Pathway / Family celebration to celebrate most improved and perfect attendance	304-36
This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$20,760	Golden State Pathways Program	4399	Unallocated			0.00			Build culture of collaboration and community within department and pathway	304-37

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This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$28,097	Golden State Pathways Program	4399	Unallocated			0.00			Build culture of collaboration and community within department and pathway	304-38
This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$65,938	Golden State Pathways Program	4399	Unallocated			0.00			Check ins for new teachers with new teacher support group and buddy teacher connection	304-39
This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$85,506	Golden State Pathways Program	4399	Unallocated			0.00			Support in connecting teachers with HR for credentialing	304-40

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This will pay for extended contracts for teachers who are teaching prep periods beyond their contractual limit, as well as pay for time after the regular school day for meetings, senior project grading and other activities required of our teachers outside of the contract. This will improve student outcomes by providing classes for students that would otherwise not be offered and having teachers available to support our senior capstone grading. All students will benefit from the added course offerings and other activities and senior students will benefit from the ability for adults to be available for grading.	\$30,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Reviewing data weekly to provide case management, outreach, and interventions.	304-41
This will pay for overtime for classified support staff. This will improve student outcomes by allowing us to clean up before, during and after school activities. All students and families will benefit.	\$20,000	LCFF Supplemental	2225	Classified Support Salaries: Overtime			0.00			Provide professional development opportunities to teachers and staff	304-42
This will pay for clerical substitutes. This will improve student outcomes because someone will be able to answer phones and support the office when our clerical staff is absent. All families, staff and students will benefit from this.	\$10,000	LCFF Supplemental	2450	Clerical Substitutes			0.00			Professional development and release days to enhance the Literacy curriculum	304-43
This will be paying for supplies for our school. This will improve student outcomes by providing supplies for classrooms to be able to function. All students and teachers will benefit.	\$20,000	LCFF Supplemental	4310	School Office Supplies			0.00			Build culture of collaboration and community within department and pathway	304-44
This will pay for testing materials for our students. This will improve student outcomes because it will give them the opportunity to take this test. This will benefit all students in the school.	\$25,000	LCFF Supplemental	4375	Testing Materials			0.00			Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	304-45
This will be used for printing services for the school which will include printing of programs, new signs for our PBIS system and anti-hate language, lamination and items to hang the signs on exterior gates. This will improve student outcomes because of clear communication. This benefits all students and families.	\$40,000	LCFF Supplemental	5825	Consultants			0.00			Reviewing data weekly to provide case management, outreach, and interventions.	304-46
This will pay for our literacy TSA. This will improve student outcomes because they will coordinate the iReady testing so we can gather data. They will also coach our ELA teachers on the use of the ELA curriculum which is standards based. This will benefit all students and ELA teachers at our site.	\$151,884	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10934	TSA 11Mon 12Pay	1.00			Hire a literacy Teacher on Special Assignment (TSA) to support students and adults with literacy.	304-47

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This will pay for a community schools manager. They will support our attendance work which will improve student outcomes by supporting our students in attending school. They will work on decreasing our chronically absent student population by connecting families to resources, doing home visits, or working through the SART/SARB process. This benefits the school district, the school, families, and students.	\$130,416	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries		Prog Mgr Community Schools11	0.75			Reviewing data weekly to provide case management, outreach, and interventions.	304-48
This will pay for the library technician. This improves student outcomes because having this person allows us to keep our library open. This will increase student outcomes because this person supports the library and students who come into the library and they support classes and teachers who bring their classes into the library. This benefits all students and staff.	\$101,465	Measure G, Library Support	2205	Classified Support Salaries	9696	Library Technician	1.00			Reviewing data weekly to provide case management, outreach, and interventions.	304-49
This pays for a portion of a teacher to support the 8 period day and pathway CTE courses. This improves student outcomes because it supports more offerings for students and the opportunity for CTE classes. This benefits students in pathways.	\$24,262	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3043	Teacher Structured Eng Immersn	0.25			Recruit diverse teachers to reflect the demographics of the school	304-50
This pays for a portion of a teacher to support the 8 period day and pathway CTE courses. This improves student outcomes because it supports more offerings for students and the opportunity for CTE classes. This benefits students in pathways.	\$72,786	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3043	Teacher Structured Eng Immersn	0.75			Recruit diverse teachers to reflect the demographics of the school	304-51
This pays for a portion of a teacher to support the 8 period day and pathway CTE courses. This improves student outcomes because it supports more offerings for students and the opportunity for CTE classes. This benefits students in pathways.	\$25,620	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	7519	Teacher Structured Eng Immersn	0.25			Recruit diverse teachers to reflect the demographics of the school	304-52
This pays for a portion of a teacher to support the 8 period day and pathway CTE courses. This improves student outcomes because it supports more offerings for students and the opportunity for CTE classes. This benefits students in pathways.	\$95,163	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	10931	Teacher Structured Eng Immersn	0.75			Recruit diverse teachers to reflect the demographics of the school	304-53
This pays for a portion of a teacher to support the 8 period day and pathway CTE courses. This improves student outcomes because it supports more offerings for students and the opportunity for CTE classes. This benefits students in pathways.	\$22,444	Measure H: College & Career Readiness for All	1120	Certificated Teachers' Salaries: Stipends			0.00			Recruit diverse teachers to reflect the demographics of the school	304-54

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This pays for additional counselors. This will improve student outcomes to decrease the student to counselor ratio allowing for more personalized attention and more one to one meetings to support students to be college career ready, A-G ready and graduates of Oakland HS. This benefits all students, families, and teachers.	\$68,428	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	6572	Counselor	0.50			Recruit diverse teachers to reflect the demographics of the school	304-55
This pays for an assistant principal to suport the pathway work and struccture. This improves student outcomes to allow for an additional adult for pupil support and to manage student administrative pathway work. This improves student outcomes by providing an additional person for students to connect to and to support pathway work. Students, families, teachers and staff benefit from this expenditure.	\$174,021	Measure H: College & Career Readiness for All	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	3577	Asst Principal, High School	1.00			Recruit diverse teachers to reflect the demographics of the school	304-56
This expenditure pays for our work based learning person. This person improves student outcomes because they coordinate work based learning activities, develop relationships with industry partners, organize field trips, speakers, visits, and career opportunities for our students. This work connects students to their learning as well as povides them with industry experience they can carry into college and career. Students and the community at large benefit from this expenditure.	\$157,318	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	4183	Site Liaison Work-Based Lrning	1.00			Recruit diverse teachers to reflect the demographics of the school	304-57
This expenditure pays for our college career readiness specialist. This benefits student outcomes because this person coordinates college visits, college recruiter visits, organizes multiple external partners to support students in their college applications, community college applications, their trades applications, researching of colleges, financial aid forms and California Dream act form completion. They also ensure all scholars have a post secondary plan and helps them manifest it into reality. This benefits students and families.	\$45,477	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	6453	Spec College/Career Readiness	0.30			Recruit diverse teachers to reflect the demographics of the school	304-58
This pays for our Pathway Coach. The pathway coach benefits student outcomes by woking with pathways and administration to provide high quality pathway experiences and curriculum. These benefits the entire school community.	\$108,423	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	3513	Coach College/Career Pathways	0.50			Recruit diverse teachers to reflect the demographics of the school	304-59

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This expenditure pays for a case manager. They improve student outcomes because they consistently monitor and discuss student outcomes with students and families. They provide connections to external resources for students and families who may have needs beyond academics which may impede a student's ability to focus and learn. This benefits all students and families.	\$25,372	Measure H: College & Career Readiness for All	2405	Clerical Salaries	1897	Case Manager 20	0.20			Recruit diverse teachers to reflect the demographics of the school	304-60
This expenditure pays for a case manager. They improve student outcomes because they consistently monitor and discuss student outcomes with students and families. They provide connections to external resources for students and families who may have needs beyond academics which may impede a student's ability to focus and learn. This benefits all students and families.	\$101,488	Measure H: College & Career Readiness for All	2405	Clerical Salaries	1897	Case Manager 20	0.80			Recruit diverse teachers to reflect the demographics of the school	304-61
This expenditure pays for a case manager. They improve student outcomes because they consistently monitor and discuss student outcomes with students and families. They provide connections to external resources for students and families who may have needs beyond academics which may impede a student's ability to focus and learn. This benefits all students and families.	\$150,407	Measure H: College & Career Readiness for All	2405	Clerical Salaries	3797	Case Manager 20	1.00			Recruit diverse teachers to reflect the demographics of the school	304-62
This expenditure pays for a case manager. They improve student outcomes because they consistently monitor and discuss student outcomes with students and families. They provide connections to external resources for students and families who may have needs beyond academics which may impede a student's ability to focus and learn. This benefits all students and families.	\$139,391	Measure H: College & Career Readiness for All	2405	Clerical Salaries	10559	Case Manager 20	1.00			Recruit diverse teachers to reflect the demographics of the school	304-63
This expenditure pays for a case manager. They improve student outcomes because they consistently monitor and discuss student outcomes with students and families. They provide connections to external resources for students and families who may have needs beyond academics which may impede a student's ability to focus and learn. This benefits all students and families.	\$126,719	Measure H: College & Career Readiness for All	2405	Clerical Salaries	10560	Case Manager 20	1.00			Recruit diverse teachers to reflect the demographics of the school	304-64

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This will be allocated during the 26-27 school year and will be used to fund subs, field trip admissions, transportations, materials or supplies, speakers or venues for culminating activities aligned to pathway work and work based learning aligned with the pathway. This will improve outcomes because students will see how what they are learning in classes applies to real world experiences and how they may use their skills in the future. They will also be exposed to and connected to industries that may become their future careers. Students in each of the pathways will benefit as will the community at large when these students graduate.	\$29,480	Measure H: College & Career Readiness for All	4399	Unallocated			0.00			Recruit diverse teachers to reflect the demographics of the school	304-65
This will be allocated during the 26-27 school year. This will improve student outcomes for students by providing support for our school. This will benefit all students.	\$30	Other Donations	4391	Carryover, Prior Year			0.00			Professional development to include Literacy for all of our teachers as well as from ELLMA to support long term ELLS	304-66
For translation services for meetings held at our school like after hours parent report card pick up, 504 meetings, parent teacher meetings, school site council, English Language Learner committee, back to school night, and other events where families are invited. This will improve student outcomes because we will better be able to partner with families when they can understand what information we are disseminating and they can ask questions about their students and their needs to be better partners in education. This will serve our diverse community that speaks over 37 different languages at home.	\$2,000	Title I, Part A Parent & Family Engagement	2420	Clerical Salaries: Stipends			0.00		ELL Reclassification	Provide translation for families during our meetings to ensure they are connected and support our wrap around services.	304-67
This will fund a portion of a Parent Family engagement specialist. They will help improve student outcomes to be a partner and liaison between the school and community by helping us connect with families if it includes home visits, phone calls home, distributing communications to families, supporting connections to our local middle school, and attending events on our campus. This will benefit our parents and teachers and support the community as a whole to be connected and understand how to navigate Oakland High School.	\$10,310	Title I, Part A Parent & Family Engagement	4399	Unallocated			0.00		Student Connectedness to School	Support in connecting teachers with HR for credentialing	304-68

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For translation services for meetings held at our school like after hours parent report card pick up, 504 meetings, parent teacher meetings, school site council, English Language Learner committee, back to school night, and other events where families are invited. This will improve student outcomes because we will better be able to partner with families when they can understand what information we are disseminating and they can ask questions about their students and their needs to be better partners in education. This will serve our diverse community that speaks over 37 different languages at home.	\$2,000	Title I, Part A Parent & Family Engagement	5826	External Work Order Services			0.00		LTEL Reclassification	Provide translation for families during our meetings to ensure they are connected and support our wrap around services.	304-69
This will pay for a portion of a teacher to teach Algebra Success. This will improve student outcomes by increasing students ability to pass algebra and to gain in SBAC and be on track to graduate in the 9th grade. Students who struggle with math will benefit.	\$25,947	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	0392	Teacher Structured Eng Immersn	0.30		SBAC Math Distance from Standard Met	Provide an algebra success class for students who are struggling.	304-70
This will pay for a portion of a teacher to teach Algebra Success. This will improve student outcomes by increasing students ability to pass algebra and to gain in SBAC and be on track to graduate in the 9th grade. Students who struggle with math will benefit.	\$50,516	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	0599	Teacher Department Head	0.30		SBAC Math Distance from Standard Met	Provide an algebra success class for students who are struggling.	304-71
This will pay for a portion of a teacher to teach a literacy focused class. This will improve student outcomes in SBAC and increase students reading at level or decrease numbers of students reading below reading level. This will benefit all freshman scholars.	\$85,039	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	1654	Teacher Structured Eng Immersn	0.50		SBAC ELA Distance from Standard Met	Train teachers on how to use the data from iReady testing.	304-72
This will pay for a portion of a teacher to teach Algebra Success. This will improve student outcomes by increasing students ability to pass algebra and to gain in SBAC and be on track to graduate in the 9th grade. Students who struggle with math will benefit.	\$23,208	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2210	Teacher Structured Eng Immersn	0.20		SBAC Math Distance from Standard Met	Provide an algebra success class for students who are struggling.	304-73
This will pay for a portion of a teacher to teach a literacy focused class. This will improve student outcomes in SBAC and increase students reading at level or decrease numbers of students reading below reading level. This will benefit all freshman scholars.	\$58,942	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2395	Teacher Department Head	0.50		i-Ready Reading at or above Mid-Grade	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-74

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This will pay for a portion of a teacher to teach a literacy focused class. This will improve student outcomes in SBAC and increase students reading at level or decrease numbers of students reading below reading level. This will benefit all freshman scholars.	\$47,855	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	3149	Teacher Structured Eng Immersn	0.50		Reading Inventory (RI) Growth of One Year or More	Recruit diverse teachers to reflect the demographics of the school	304-75
This will pay for a portion of a teacher to teach a literacy focused class. This will improve student outcomes in SBAC and increase students reading at level or decrease numbers of students reading below reading level. This will benefit all freshman scholars.	\$52,429	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4138	Teacher Structured Eng Immersn	0.40		Reading Inventory (RI) Multiple Years Below Grade Level	Train teachers on how to use the data from iReady testing.	304-76
This will pay for a portion of a teacher to teach a literacy focused class. This will improve student outcomes in SBAC and increase students reading at level or decrease numbers of students reading below reading level. This will benefit all freshman scholars.	\$49,883	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	4186	Teacher Structured Eng Immersn	0.50		On Track to Graduate: 9th Grade	Reading and Literacy strategies being used in all English and Ethnic Studies classes	304-77
This will pay for a portion of a teacher to teach Algebra Success. This will improve student outcomes by increasing students ability to pass algebra and to gain in SBAC and be on track to graduate in the 9th grade. Students who struggle with math will benefit.	\$49,732	Title I, Part A Schoolwide Program	1119	Certificated Teachers on Special Assignment Salaries	11376	TSA 11Mon 12Pay	0.35		SBAC Math Distance from Standard Met	Provide an algebra success class for students who are struggling.	304-78

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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
This person coordinates the partners in our Future center and along with the partners supports our students in completing college applicaitons, completing financial aid forms, filling out the California Dream Act applications, scholarship searches and completion. They also bring in colleges and univeristies for presentaitons to our scholars as well as supports enrollment at community colleges and coordinates visits to various colleges, community colleges, and universities. They support the Oakland Promise and our decision day celebrations and host many events for our district, school and seniors to promote opportunities for post high school. This will support student outcomes by increasing the number of students who have a post secondary plan and increase the possibilty that the plan will be carried out. They will increse the number of students applying for college, univeristy, community college, or trades programs as well as increasing financial aid application percentages. This will benefit All students and families with students who intend to do anything after high school.	\$106,113	Title I, Part A Schoolwide Program	2205	Classified Support Salaries	6453	Spec College/Career Readiness	0.70		College/Career Readiness	Provide affinity groups to support our African American scholars in focus on college, career, belonging, and A-G.	304-79
This will be disstributed in the 26-27 school year for Title 1 needs in the school. This will improve student outcomes by supplementing the core curriculum and the needs of students. Who will benefit are the students, families, teaches and community of Oakland High School.	\$237,384	Title I, Part A Schoolwide Program	4399	Unallocated			0.00		On Track to Graduate: 9th Grade	Build culture of collaboration and community within department and pathway	304-80
This pays for a Career transition specialist. They will support scholars who will be going to community college or trades in enrollment or application to programs. They will also support in finding the right program for scholars and building a post secondary plan a student can follow.	\$125,000	Oakland Children's Initiative	2205	Classified Support Salaries	11454	Spec Career Path Transitions	1.00			Provide professional development opportunities to teachers and staff	304-81
This will be allocated in the 26-27 school year to be used to support the CTE teacher and pathway it was awarded to. This improves student outcones becuase it supports pathway work. Students and teachers benefit from this expenditure.	\$5,000	Perkins Career & Technical Education	4399	Unallocated			0.00			Professional development and release days to enhance the Literacy curriculum	304-82



Title I, Part A School Parent and Family Engagement Policy

All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all 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 and/or distribute the recording via parentsquare.

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 / parentsquare 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, 2025 and will be in effect for the period of August 11, 2025 through May 29, 2026.

The school will distribute this policy to all parents / caregivers on or before **September 29, 2025**.

Name of Principal

Signature of Principal

Pamela Moy

Pamela Moy

Date:

8/28/2025



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

School-Parent Compact

Oakland High School

2025-2026

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.

Teachers will make their syllabus available for parents. School will provide access to the after school programming to support student academic needs. This compact is in effect for the 2025-26 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 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 28, 2025- and will be in effect for the period of August 11, 2025 to May 29, 2026.

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, 2025.

Signature of Principal

Pamela Moy

Date: 8/28/2025



Oakland High School
School Site Council Membership Roster
2025-2026

SSC - Officers

Chairperson:	Tiffany Hampton - Amons
Vice Chairperson:	Maria Garcia
Secretary:	Aaron Vanderwerff

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
Pamela Moy	x					
Vu Nguyen		x				1
Gustavo Ontiveros		x				2
Kao Saepanh		x				2
Elizabeth Ramos			x			1
Aaron Vanderwerff				x		2
Tiffany Hampton-Amons				x		1
Maria Garcia				x		1
Aniya					x	1
Mimi Liu					x	1

SSC Meeting Schedule: (Day/Month/Time)	Third Thursday of every month on zoom from 5:30 - 7:00 pm ID: 84614167327 Passcode: ZSmOIG2u Link
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SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal
 3 Classroom Teachers
 1 Other Staff
AND
 4 Parents/Community Members
 1 Student (at least)