

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
Vernon Hal, Senior Business Officer
Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Oakland Technical High School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- 21st Century Learning
- Measure N

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Oakland Technical High School.



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School: Oakland Technical High School
CDS Code: 1612590136051
Principal: Staci Ross-Morrison
Date of this revision: 6/6/2017

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

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

Contact: Staci Ross-Morrison
Address: 4351 Broadway
Oakland, CA 94611

Position: Principal
Telephone: 510-450-5400
Email: staci.ross-morrison@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

2017-2018 Single Plan for Student Achievement Recommendations and Assurances

School Site:

Oakland Technical High School

Site Number: 305

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

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

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

Date(s) plan was approved: 5-16-17

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

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

Signatures:

Staci Ross-Morrison

Staci Ross-Morrison

5/12/17

School Principal

Signature

Date

Johanna Langill

Johanna Langill

5/12/17

Print name of SSC Chairperson

Signature

Date

Preston Thomas

Preston Thomas

5/19/17

Network Superintendent

Signature

Date

Marcus Silvi

Marcus Silvi

5/25/17

Coordinator, Office of Accountability Partners

Signature

Date

2017-18 SPSA ENGAGEMENT TIMELINE

School Site: Oakland Technical High School

Site Number: 305

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

Date	Stakeholder Group	Engagement Description
3/22/17	CSSC	review of the SPSA and edits
4/19	CSSC	SPSA REview
5/8/17	PTSA	SPSA review
5/16/17	CSSC	SPSA Review and approval

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$597,493.35	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$914,567.28	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$1,512,060.63	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$153,322.04	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$0.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$0.00	TBD
TOTAL:	\$153,322.04	\$0.00

PART 1: ABOUT THE SCHOOL

1A. School Description

All students at Oakland Technical High School (Oakland Tech or simply "Tech") will acquire the skills needed to be productive citizens and lifelong learners. Oakland Tech is located on two campuses, across 13 acres in North Oakland with a total of 86 classrooms, a library, four computer labs, and a health clinic. Oakland Tech has a long history of offering innovative, rigorous and supportive programming, with a mission of providing a school where all students, staff, and parents work cooperatively and communicate respectfully. We offer a wide array of pathways and specialized programs, including Health & Bioscience; Biotech; Computer Science; Fashion, Art & Design; Engineering; Paideia; and Performing Arts.

1B. School Mission and Vision

All members of the Oakland Tech community will work cooperatively and respectfully to create and sustain a peaceful, safe, and clean environment where all students will be provided with enriching curriculum and substantial support.

All students at Oakland Tech will strive to meet high expectations of character and academics.

As a result of these commitments, all Tech students will graduate:

- With the academic and social skills to pursue their future goals with confidence, through college, career training/apprenticeship programs, or immediate meaningful employment.
- Feeling empowered and ready to be responsible citizens within their communities.

1C. School Multi-Year WASC Goals

Length of WASC Accreditation: 2 years

Last WASC Self-Study: 2014-15

Next Self-Study: 2017-18

School WASC Goal:

1. Create a comprehensive action plan/single plan for student achievement that outlines the school's goals with clearly defined tasks, persons responsible, resources, assessment, and a timeline, with meaningful contributions from both the certificated and classified staff as well as the PTSA and any critical community partners while coordinating the valuable and passionate contributions of all stakeholders.
2. Provide better access for all students to the college and career center
3. Coordinate the many and varied student support services;
4. Consider developing functioning Professional Learning Communities in all disciplines
5. Develop targeted professional development with follow-through
6. Implement the Focused Annual Plan (FAP)
7. Clarify duties and responsibilities of Upper Campus personnel
8. Increase the cognitive engagement of many students; revise course failure make up procedures
9. Strengthen the implementation of school wide learning goals
10. Update the school website
11. Procure more technology resources

Associated LCAP Goal:

12. Reduce student stratification in honors and advanced placement courses; insure equity and equal access to all honors and advanced placement courses
13. Insure equity and equal access to all honors and advanced placement courses
14. Create a certificated student activities director position and a class for all elected student body leaders in order to plan, implement, and coordinate a thorough program of student activities
15. Review the tardy process to make it more efficient

PART 2: NEEDS ASSESSMENT

2A. Schoolwide Strengths and Challenges

Focal Area	Strengths	Challenges
Graduate Outcomes	Graduation rates far above the district average. The A-G completion rate for the student body is 12 percentage points over the state average. Four year dropout rate is reducing for all subgroups. The four-year dropout rate for ELLs reduced by 11 percentage points, which is the greatest of all sub groups. The percent of students leaving the school continues to decrease. Increasingly more 9th grade students are on track to graduate each year.	A-G completion rate for AA , ELLs and SPED students are below the district rates and need to increase. On track to graduate rates for 10th, 11th and 12th graders are higher than the district averages but stagnant. 75% of students go onto college, but only 20% to 4 year colleges. Homeless and foster youth need additional SEL and educational supports.
Post-Secondary Readiness	AP course access is greater than the district average. AP pass rate is greater than district average. Students have access to ECCO internships, career speakers, industry experiences, career exploration visits. Students receive ECCO curriculum through their CTE course. College readiness dual enrollment course offerings are increasing in response to student demand. High AP access rate.	23% of all students are gaining access to AP courses, but only 13% of African-American students are. Only 40% of students enrolled in AP courses are passing them.

Climate and Culture	Chronic absence rates of all students is decreasing and and is below the district average. Suspension rate continues to decrease. The suspension rates for AA males and foster youth are below the district average. Parent participation in the California Healthy Kids Survey is increasing yearly. Students report great satisfaction with their pathway courses as well as their content courses. Student engagement is increasing through observation data. Increased systems of support are available to students. Campus is calm. Continued development of positive social and academic student interactions.	Chronic absence rates of SPED and foster students are lower than the district averages, but double the rate for the entire student body. Through observations, discord among staff is evident. Greater than 300 students earned below a 2.0 GPA. Many students (especially girls) struggling with depression, feelings of lack of self-worth, and low confidence.
Rigorous Academics	The reclassification of ELLs is greater than the district average. SBAC proficiency is greater than the district average in both math and ELA. Individual teachers have strong curriculum. AP English class added this year.	not enough students A-G ready (38% meet A-G requirements at C or better/ 53% complete A-G) 40% of students are 2 or more grade levels below on the SRI a lack of differentiation in classrooms teachers too isolated testing culture interrupts engaging curriculum for students; not enough time to dive into engaging instruction
Pathway Development	Providing small learning communities where admin, group of teachers and community are aligned have provided more experiences and engagement opportunities for students. Our targeted pathway outreach plan has provided students with clear information about pathways and has created a positive culture surrounding student options.	Diversity of pathways and programs is challenging. Engineering is the least diverse pathway and math plays an important role in this challenge. Academy growth has lead to increased teachers participating in pathways, thus our need to support their growth. The expansion of one program impacts others in regards to master scheduling and student selection. Paideia role in the school has been a challenge as they hold onto a role that is neither a pathway or program that adheres to the expectations of the school or district. Additionally, our plan to allow students to change academies will be developed. This is challenging with our current master schedule.

2B. Schoolwide Root Cause Analysis of Highest Leverage Challenges

Focal Area	Highest Leverage Challenge	Root Cause Analysis of Highest Leverage Challenge	Linked Learning Criteria
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<p>Graduate Outcomes</p>	<p>A-G completion rates for AA males and ELL students is low.</p>	<p>Graduation rates for Latino and English language learning students were impacted by the CAHSEE, although this is not a current measure used to determine graduation. Many students fail classes early in their educational career, and there are not many options to recover credits. Many students are entering high school without the needed prerequisite skills. Latino students and English language learners are not engaged. We need to address whether or not our English language learners are in classes where they are getting time and attention. English language learners have greater language needs that are not being addressed consistently across all grades and subjects. Greater structures are needed by English language learners and English language learners. Students may not be getting the same high expectations from adults inside and outside of school. Students are not working hard and will settle for an alternative education diploma. Large class sizes. Some students are experiencing economic pressures that require them to work outside of school, which impacts their ability to access tutoring and meet with teachers. Legal issues with citizenship may be causing stress or adding difficulties. Our African American and ELL homeless and foster youth are initially difficult to identify, which delays services.</p>	<p>Equity/Access/Achievement</p>
<p>Post-Secondary Readiness</p>	<p>Only 40% of students enrolled in AP courses are passing them.</p>	<p>Students that fail classes early in their educational careers do not have many options to recover credits and accelerate learning. Many students are entering high school without the needed prerequisite skills. More education is needed around A-G for all. Some students have experienced much trauma which impacts their ability to focus. Some teachers lack the cultural competency to address students' needs and behavioral issues and/or the cultural knowledge to engage all students. Strong learning partnerships between students and teachers are not being formed throughout the school, although they do exist. Teachers lack of strategies to address behavioral issues or time to address them on the spot. African-American students feel less trust in their teachers. There are not enough adults on campus to support students behavioral choices. Students have many needs that need to be addressed. Low self esteem.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>

<p>Climate and Culture</p>	<p>Chronic absence rates of SPED and foster students are lower than the district averages, but double the rate for the entire student body.</p>	<p>SPED students need more support in college prep classes and around responding properly, and making choices so that they do not become overwhelmed with the challenging curriculum. SPED students and foster youth need to feel that their absence is noticed by adults and a consistent plan to remediate learning for all students needs to be developed schoolwide. Some students have experienced much trauma and need support on campus to neutralize these instances and provide greater stability for students and families. Some teachers lack the cultural competency to address the needs students. TGDS will be used by all administrators to provide teachers with effective feedback to improve instruction for all students. Through the use of TGDS, teachers will gain a knowledge of effective strategies Strong learning partnerships between students and teachers are not being formed. African-American students feel less trust in their teachers and less connection to school. Adults on campus are needed to provide greater support to students</p>	<p>Building a Rigorous Academic Core: Teacher Conditions</p>
<p>Rigorous Academics</p>	<p>A-G completion rates for AA males and ELL students is low.</p>	<p>Grading policies do not reflect student standards mastery. There is great disparity from classroom to classroom re: expectations for work and accountability for demonstrating mastery of standards. Students have not been provided the appropriate academic interventions in middle school and enter high school. Students and families do not understand course options or support needed. ELD courses are not A-G, Students are not receiving the instruction needed to learn because they must first understand the language then the learning. Students of color report feeling isolated in high academic track classes. They report not entering them because they don't see students who look like them. The workload, especially homework, is overwhelming for some students who have a lot of responsibilities at home. TGDS will be used by administrators to systematically provide feedback to teachers about their instruction to improve outcomes for all students. No bilingual family liaison this year. Need more academic supports for EL's.</p>	<p>Building a Rigorous Academic Core: Student Conditions</p>

Pathway Development	Master scheduling on a 6 period day	Our current 6th period does not allow enough flexibility in student programming. Many students need support, course remediation, acceleration and choice can not be accommodated. Pathway demographic and equity challenges are being addressed. Engineering continues to be the pathway with the least demographic diversity. Math abilities of incoming 9th grade students must be addressed. The pathway requires students to have strong math skills to be able to be competitive in the pathway. Paideia is a very popular program that has been at Tech for 20+ years and has a great population within the community. Many affluent parents have chosen to forgo private school to attend Tech to be a part of this program. The challenge of incorporating this program and academies is challenging to pathways who need a degree of student purity to maintain funding. Diversity within the program is also an issue that is being addressed.	Program of Study & Master Scheduling
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2C. Current Strategy Analysis

Current 16-17 Strategies	Fully Implemented?	Evidence of Effectiveness?	Analysis of Strategy Implementation and Effectiveness
Schoolwide Instructional Improvement Strategy:	Students will become proficient in demonstrating their use of argument while engaging in academic discourse and writing, by increasing teachers' capacity to differentiate and meet learning needs of students.	Not Yet	Yes Differentiation professional development for teachers had not been implemented. A greater focus on homeless and foster youth could be stronger. Identification of students and attendance issues were detrimental in getting students needed services and interventions.

<p>Culture & Climate Improvement Strategy:</p>	<p>An academic support system will be developed to support students who earn Ds and Fs after 1st marking period. Students will be monitored closely, and assigned academic interventions. Homeless and Foster youth will be supported by Student Support Specialists and be provided with SEL support from the Community Schools Office team.</p>	<p>Yes</p>	<p>Not Yet</p>	<p>SSS are supporting identified students. Academic tutors are providing support for Algebra and Geometry. Counselors arranging SST meetings for students in 10-12.</p> <p>97% of teachers who partner with SSS report seeing the SSS work with students who really need support and supporting them in making progress. Some teacher comments include: "Students absences are reduced, work is being turned in, students advocate for themselves, and students overall feel they have someone on their side outside of a teacher." "A very defiant student's attitude is softening, a student who rarely turns in work has been more positive and been making up assignments, a student who failed last year has made up a great deal of work to get a grade change" "I have noticed a huge change in the social/emotional safety students feel in regards to the SSS. Students have someone to be accountable to, while also feeling like they have a safe person to express themselves with. I have heard all the SSS names used positively from their caseload students (and non caseload students)."</p> <p>Some challenges include that the SSS role was not clearly established and, in the cases where counselors and admin do not work directly with pathways, there was confusion as SSS work directly with teacher teams to provide student supports and had a difficult time coordinating with counselors and APs who do not. There also were few options for intensive academic supports/ credit recovery for the SSS caseload students.</p>
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<p>Pathway Development Strategy:</p>	<p>Pathway cohorts will grow and reflect the diversity of the school population. Students not in a pathway will be taught by teachers who will collaborate to increase student achievement through participating in cycles of inquiry while developing cross curricular lessons and conferring about the best instructional strategies to support students.</p>	<p>Not Yet</p>	<p>Yes</p>	<p>Due to Master schedule issues, pathways are not pure, thus not allowing collaboration to be maximized. Teachers are focusing on interventions. Cross curricular lesson planning for teachers not in pathways has not happened, however pathway teams are building their toolkits of shared best instructional strategies and working to align unit planning elements and soft-skills learning progressions and assessments across their team in preparation for cross-curricular planning.</p> <p>The number of students in pathways historically has been about 60%. The intent is to raise this participation rate to 80% or more.</p> <p>The strategy has been to encourage 9th grade students to rank their first 3 choices for pathway in February through an Academy Fair and visits to classrooms. This year, the assignment of student advocates from the pathway to talk with potentially interested students was added. In addition to these time and facility resources, paper handouts were produced. The planning has been effective.</p> <p>There were barriers in the sense that the school provides special programs for students, and the programs are not part of a pathway. This creates a disincentive for some students to choose a pathway, or creates an apparent conflict between two opportunities. Some research was done into ways that a special program could replace a portion of pathway curriculum in some grades. Pathway selection participation was over 80% for next year. This is effective.</p> <p>The school has capacity to produce further change. This would require some policy decisions about curriculum and teacher training.</p>
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<p>Design Feature #1 (New/Emerging):</p>	<p>Increasing the utility of 0 period to allow an increase in the number of dual enrollment classes available to serve students</p>	<p>Not Yet</p>	<p>Yes</p>	<p>0 period classes have been implemented. Dual enrollment classes are currently during the school day or after school. The number of dual enrollment classes have increased. Singletons may be moved to 0 period to allow more flexibility in the master schedule.</p> <p>The major problem with zero period this year is not having enough courses for PEC students and siblings of 9th grade. DE would help to eliminate the problem of not taking a class but we could also offer grade level study halls (for credit). We need to research the possibility of adults Sped aides taking a course on campus where they could earn a certificate in order to offer more for SH students zero period. A DE course on counseling is needed to give students info on college. More need to be done for Sped students. Whatever is offered for reg ed students, should also be available for Sped students. There NEEDS to be a data dive into how effective zero period was for 9th. If it is going to cause them to fail, it needs to be revamped or deleted.</p>
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<p>Design Feature #2 (New/Emerging):</p>	<p>Pilot 9th grade Computer Science class. Cultural competency training for staff.</p>	<p>Yes</p>	<p>Yes</p>	<p>9th grade students are enrolled in Computer Science classes. CS teachers are reluctant to teach advisory. Teachers are not engaged in Advisory lessons. Staff professional development has focused on trauma responsiveness and strategies.</p> <p>These are 2 separate design features... 9th Grade CS Cultural Competency Training</p> <p>With the support of Intel, the CS pilot class was intended to support the growth of our Computer Academy pathway while giving students a baseline entry point into the world of Computer Science. Effectiveness of the program is debateable for a myriad of reasons. 1) because of the issues with attendance for many 9th graders zero period (which we had to create to allow for room on the Master Schedule and placing students into the classes). 2) the rigor of the CS curriculum was too easy for some of our higher level students. 3) the CS teachers did not have CBs initially as the CB orders were delayed. This meant CS teachers had to take four CB carts out of general circulation and impacted classes across the board. 4) Additionally the CS instructors were not informed for properly prepared to teach the Advisory component, which they have since embraced. The CS teachers love teaching the subject and are intent upon making the course more rigorous and more challenging next year.</p>
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<p>Design Feature #3 (New/Emerging):</p>	<p>Creating a culture and attendance team that proactively engages students and families in efforts to improve attendance and school performance, while implementing effective systems to prevent students from slipping through the cracks.</p>	<p>Yes</p>	<p>Yes</p>	<p>Tardy sweeps being implemented. Follow up needs to be strengthened. Bulldog Bucks store opening 2nd semester. Research and implement home visit campaign. Resources include: Website: The Parent Teacher Home Visit Project http://www.pthvp.org Video: "Teacher Home Visits Can Lead to School Transformation" https://www.youtube.com/watch?v=G72S3dgtJ2E Articles: "Teacher Home Visits Transform Learning" http://chicago.suntimes.com/other-views/7/71/184751/teacher-home-visits-transform-learning</p>
<p>Signature Element #1 (Established):</p>	<p>9th grade families</p>	<p>Yes</p>	<p>Yes</p>	<p>house meeting agendas/data (see 9th grade tab)</p> <p>9th Grade SRI data - more improvement than any other grade</p> <p>This will be the 5th year of the 9th grade model being implemented. With so many of our students coming from a variety of backgrounds and experiences, it is important to establish a program that allows entry points for all students to access engaging curriculum and be supported. We have had to change the structure slightly since it's inception in order to decrease the chance of tracking. In the last few years, teachers have been taking on more leadership roles in a distributed leadership model that is intended to keep the houses aligned. Making sure that the houses have the same conference period is key but challenging when constructing the master schedule.</p>

<p>Signature Element #2 (Established):</p>	<p>Student supports that begin during the Summer Bridge program for Incoming 9th grade students and continue throughout a student's educational career at Tech.</p>	<p>Yes</p>	<p>roughly 50% of incoming 9th grade students attended Summer Bridge. Senior mentors were trained to facilitate discussions and culture work. PASS 2 class provides workshops inside of 9th grade classrooms. Tutoring is available for students in language arts, biology and math. Math push in support is being provided in algebra classes.</p> <p>There were several reasons why we created the Summer Bridge program for incoming 9th graders. For one, we know that many students have questions or anxieties around the transition to HS from MS and we see it as an effective way to introduce them to the culture of the school, as well as the physical layout of our campus, Additionally, we know that many of our 9th grade students come from different schools and backgrounds (traditional feeder schools, small private and charters, etc.) and the bridge program gives us an opportunity to bring those students together so that they can meet new people and get the fear of meeting new people out of the way so that they can focus on learning</p> <p>To facilitate the program, we generally hire one administrator to run the administrative day to day tasks of the school. In the past we have hired four teachers to teach subjects that range from Math and English as well as classes that focus on SEL and RJ practices. That being the case, we utilize four different classrooms and we also invite some of our community partners I-VISIONARY academy and SLICE to run community building activities each day.</p> <p>Overall, I believe that the summer program was effectively planned. That is not to say that there is no room for improvement, but all in all, it was effectively planned and implemented with fidelity. The only barriers to implementation were the fact that space was limited and demand was high so not all students that desired to participate had the opportunity to enroll. Overall, I would say the program was effective. Attendance rates were high. Students reported to me informally that they enjoyed it and many of them still maintain friendships with those people they met during that time. Additionally, I observed students engaged in the classes and was pleased to see students building relationships and expressing themselves positively. As a result, I believe that the program has a great capacity for change and is effective</p>
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<p>Signature Element #3 (Established):</p>	<p>Non-pathway cohorts and all other pathways, supported by a minimum of two lead teachers with paid collaboration time, an administrator, student support provider, a counselor and a set of individualized student supports.</p>	<p>Not Yet</p>	<p>Not Yet</p>	<p>Pathways have 2 directors/lead teachers. Pathways receive 1 minimum day to meet and have funds to meet additionally. Pathways have taken retreats. NonPathway teachers are identifying the areas of interest for their work for the remainder of the year. A new pathway is being formed. Teachers will have the ability to vet their interest to work on the pathways and develop the focus.</p> <p>This structure of cohorting administrative pods (counselor, admin, SSS with pathway teacher teams) was not an established practice, but was intended as a design feature this year. This cohort or pod model was designed and articulated, but only partially implemented. Each large pathway (Health, 9th grade, Computer, FADA) had a student support provider acting as both a case manager and a WBL support person within the pathway. The principals met with counselors and the wider administration at the end of last year to discuss each of them working to support pathways, however the shift wasn't made this year and counselors continued with their regular caseloads (ie. A-K) while administrators continued with their division of tasks as per previous years with 2 exceptions. 9th grade has an administrator, a counselor, and a support provider.</p> <p>The co-lead model for pathways was continued for Computer Academy and FADA this year. Health Academy trained 2 new leads for co-leadership.</p> <p>Each pathway developed and/or refined their sets of individualized student supports in collaboration with their student support specialist. This resulted in the identification and alignment of tier 1 and 2 interventions within pathways. This including the piloting of a 3-1 model math tutoring program (9th grade), a piloting of case management/ academic mentoring for 20 students within each pathway identified by teacher teams looking at D & F lists, credits, test scores, and student behavior/ demeanor across classes, a piloting of Student Led Academic Conferences, and a piloting of teacher protocols for students of concern which allow pattern analysis and record keeping to track progress, identify strategies that work, and refine teacher collaboration practice in support of</p>
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PART 3: ANNUAL SCHOOL GOALS

FOCAL AREA	Long-Term Goal for 2020	Related SPF Indicator #1	Target Student Group	2015-16 Baseline	2016-17 Target	2017-18 Target	Related WASC Goal
Graduate Outcomes	<p>Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores)</p> <p>Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher</p>	On Track to Graduate	English Learners	59.5 %	69.5%	79.5%	<p>1. Create a comprehensive action plan/single plan for student achievement that outlines the school's goals with clearly defined tasks, persons responsible, resources, assessment, and a timeline, with meaningful contributions from both the certificated and classified staff as well as the PTSA and any critical community partners while coordinating the valuable and passionate contributions of all stakeholders.</p>
Post-Secondary Readiness	<p>All students (focus on AA/Latin/Foster youth/homeless) will be enrolled in a minimum of two or a combination of two college/career ready experiences by the end of their 12th grade (Dual Enrollment, AP, Internship). Struggling students will be provided additional supports provided by student support specialists. Foster youth and homeless families will be provided intense outreach for mentoring, out of school opportunities, credit recovery and parenting classes.</p>	College Level Courses	All Students	33%	50.6%	50%	<p>2. Provide better access for all students to the college and career center</p>

Climate and Culture	All Teachers work towards developing culturally responsive practices as measured by student survey data re: engagement. Opportunities for parent education increase to support parents in understanding options available to students and how to support them through credit recovery and staying on-track to graduate. Foster youth will receive direct information instruction through students support specialist mentoring meetings. All parents with a focus on foster and homeless, will enroll in Remind to stay informed of our various parent workshops, meetings informational sessions.	Social Emotional Learning	All Students	65%	70%	75%	5. Develop targeted professional development with follow-through
Rigorous Academics	Align the school around a more shared definition of "rigor" using graduate capstone work (focus on argumentation) as well as aligning grading around a set of agreed-upon, performance-based standards. Unrepresented students, including AA, ELL, foster and homeless youth will receive targeted outreach.	A-G Completion	All Students	65%	70%	75%	5. Develop targeted professional development with follow-through
Pathway Development	By 2020 80%-100% of students will be enrolled in a pathway. Unrepresented students including AA, ELL, foster and homeless youth will receive targeted outreach.	Pathway Participation	All Students	49%	52%	55.0 %	4. Consider developing functioning Professional Learning Communities in all disciplines

PART 4: STRATEGIES

Major Improvement Strategies		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Schoolwide <u>Language & Literacy</u> Improvement Strategy:	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide extra support for the students that are reading below a 3rd level.	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

Schoolwide Mathematics Improvement Strategy:	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
Culture & Climate/SEL Improvement Strategy:	Improve on time period attendance for all students. Increased tardy sweeps with increased follow up with families. Greater involvement of adults on campus to address on time attendance. Student support coach will conduct home visits of our most truant students to remediate attendance issues and/or family's needed support. Families in need to receive information about supports including mentoring groups for disengaged students, foster and homeless students will be provided mentoring, group support sessions and for those in need, we will provide food bags 2 times a month.	School Leadership & School Vision	Program of Study & Master Scheduling
Pathway Development/ Implementation Strategy:	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions
Measure N Design Features		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Measure N Design Feature #1:	Student support specialists work directly with students and teachers to provide increased student supports. Foster and homeless students will receive targeted outreach for tutoring, mentoring and provided the opportunity to learn coding through an afterschool and weekend mentoring and coding classes.	Personalized Student Support	School Leadership & School Vision
Measure N Design Feature #2:	Tutoring and peer tutoring opportunities are increasing. Disengaged and struggling students will be matched with a tutor. Foster youth and homeless students will be prioritized for peer mentoring and peer tutoring.	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Measure N Design Feature #3:	WBL learning coordinator to coordinate opportunities for students within and outside of pathways. Foster youth and homeless students will receive priority.	Work-Based Learning	Personalized Student Support
Signature Elements (Established Practices)		1st Linked Learning Implementation Criteria	2nd Linked Learning Implementation Criteria
Signature Element #1 (Established):	BOOST tutoring	Building a Rigorous Academic Core: Teacher Conditions	Building a Rigorous Academic Core: Student Conditions

Signature Element #2 (Established):	Student Support Specialists that provide Tier 1 support to neediest and most disengaged students. Special attention will be paid to ELL, foster and homeless youth	Personalized Student Support	Building a Rigorous Academic Core: Student Conditions
Signature Element #3 (Established):	Differentiated professional development for teachers and school staff	School Leadership & School Vision	Building a Rigorous Academic Core: Teacher Conditions

PART 5: STRATEGIC ACTIONS TO IMPLEMENT STRATEGIES

<p>Schoolwide Language & Literacy Improvement Strategy:</p> <p><i>Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below.</i></p> <p><i>Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes.</i></p> <p><i>Tier 3: Provide extra support for the students that are reading below a 3rd level.</i></p>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
English and math Intervention for students that are entering the 9th grade and reading 2 or more grade levels below.	Focus on academic discussion that with targeted literacy supports for 9th grade students.	A4.1: English Learner Reclassification	English Learners
1.0 FTE for a teacher dedicated to support English Language Development for or ELL students and reduce class size	Student Support Specialists that provide Tier 1 support to neediest students	A4.1: English Learner Reclassification	English Learners
Invest in Reading Libraries in 9th grade California Studies	Student Support Specialists that provide Tier 1 support to neediest students	A3.2: Reading Intervention	Low-Income Students

<p>Mills Teachers Scholars program and inquiry around English Language Learners</p>	<p>Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.</p>	<p>A2.9: Targeted School Improvement Support</p>	<p>English Learners</p>
<p>Library Clerk to provide research and literacy assistance to students in need</p>	<p>Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.</p>	<p>A3.2: Reading Intervention</p>	<p>All Students</p>
<p>Extended day for GATE students to provide mastery and receive additional credits through dual enrollment</p>		<p>A3.1: Blended Learning</p>	<p>Other</p>
<p>Increased tutoring and mentoring for males of color, homeless and foster youth</p>	<p>Tutoring and peer tutoring opportunities are increasing</p>	<p>A1.6: After School Programs</p>	<p>African-American Males</p>

<p>ILT plans and implements Professional Development for teachers to improve quality instruction. Increased collaboration for teachers to engage in PLC work.</p>	<p>Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below.</p> <p>Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes.</p> <p>Tier 3: Provide a 1 class for the students that are reading below a 3rd level.</p>	<p>A2.10: Extended Time for Teachers</p>	<p>All Students</p>
<p>Continued outreach to parents in East Oakland neighborhoods, foster youth and homeless families</p>	<p>Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.</p>	<p>A6.2: Family Engagement Professional Learning for Administrators / Teachers / Staff</p>	<p>Foster Youth</p>

<p>AASAP parent group will provide educational opportunities to parents during monthly meetings. Information will be shared electronically to allow homeless families to have access through cell phone technology.</p>	<p>Student Support Specialists that provide Tier 1 support to neediest and most disengaged students. Special attention will be paid to ELL, foster and homeless youth</p>	<p>A3.3: Family Engagement focused on Literacy Development</p>	<p>African-American Students</p>
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Schoolwide Mathematics Improvement Strategy: *Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.*

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
<p>Common Core Teacher Leader to support math development of teachers in Algebra and Geometry. In class extra support provided or those classes with low GPA's, large number of unengaged students and those students who may need more support due to limitations at home. Homeless students for example would receive more support since they may not have access to technology to complete assignments outside of the school</p>	<p>Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.</p>	<p>A2.5: Teacher Professional Development for CCSS & NGSS</p>	<p>All Students</p>
<p>Heterogeneous Algebra classes with push in support</p>		<p>A1.3: A-G Completion</p>	<p>All Students</p>

Culture & Climate/SEL Improvement Strategy:

Improve on time period attendance for all students. Increased tardy sweeps with increased follow up with families. Greater involvement of adults on campus to address on time attendance. Student support coach will conduct home visits of our most truant students to remediate attendance issues and/or family's needed support. Families in need to receive information about supports including mentoring groups for disengaged students, foster and homeless students will be provided mentoring, group support sessions and for those in need, we will provide food bags 2 times a month.

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
6 School Security officers to provide support to students and families to create a positive culture and climate	Improve on time period attendance for all students. Increased tardy sweeps with increased follow up with families. Greater involvement of adults on campus to address on time attendance. Student support coach will conduct home visits of our most truant students to remediate attendance issues and/or family's needed support.	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students

<p>1 SSO position (2 x .5 positions - for locker room supervision) to supervise and maintain a safe environment during passing periods</p>	<p>Improve on time period attendance for all students. Increased tardy sweeps with increased follow up with families. Greater involvement of adults on campus to address on time attendance. Student support coach will conduct home visits of our most truant students to remediate attendance issues and/or family's needed support. Families in need to receive information about supports including mentoring groups for disengaged students, foster and homeless students will be provided mentoring, group support sessions and for those in need, we will provide food bags 2 times a month.</p>	<p>A5.1: School Culture & Climate (Safe & Supportive Schools)</p>	<p>All Students</p>
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1 SSO position to provide additional support for students that transition to the Upper campus	<p>Improve on time period attendance for all students. Increased tardy sweeps with increased follow up with families. Greater involvement of adults on campus to address on time attendance. Student support coach will conduct home visits of our most truant students to remediate attendance issues and/or family's needed support. Families in need to receive information about supports including mentoring groups for disengaged students, foster and homeless students will be provided mentoring, group support sessions and for those in need, we will provide food bags 2 times a month.</p>	A5.1: School Culture & Climate (Safe & Supportive Schools)	All Students
RJ Coordinator Position	<p>Student Support Specialists that provide Tier 1 support to neediest and most disengaged students. Special attention will be paid to ELL, foster and homeless youth</p>	A2.2: Social Emotional Learning	All Students
<p><i>Pathway Development/Implementation Strategy: Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</i></p>			
Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action

Allocation to Computer Pathway	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	A1.1: Pathway Programs	
Allocation to Fashion, Arts & Design Pathway	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	A1.1: Pathway Programs	
Allocation to Health Pathway	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	A1.1: Pathway Programs	

<p>Allocation to Engineering Pathway</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	
<p>Allocation to Biotech Program</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	
<p>International Studies for Race, Law and Public Policy</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	

<p>Allocation to 9th grade</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	
<p>FTE for development of the International Studies pathway teacher team.</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	
<p>Pathway Coach for Oakland Tech</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	

<p>Pathway Lead Conference Period for Health Academy Academy</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Pathway Lead Conference Period for Computer Academy</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Pathway Lead Conference Period for FADA</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>

<p>Pathway Lead Conference Period for Engineering Academy</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Pathway Lead Conference Period for Race,Policy and Law Academy</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>
<p>Pathway Lead Conference Period for Race,Policy and Law Academy (curriculum support)</p>	<p>Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>

<p>Pathway Lead Conference Period for 9th grade Academy (curriculum support)</p>	<p>Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below.</p> <p>Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes.</p> <p>Tier 3: Provide extra support for the students that are reading below a 3rd level.</p>	<p>A1.1: Pathway Programs</p>	
<p>Staffing for class size reduction in pathways to keep pathways pure</p>	<p>Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below.</p> <p>Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes.</p> <p>Tier 3: Provide extra support for the students that are reading below a 3rd level.</p>		
<p>4.0 FTE Student support specialist (4 positions)</p>	<p>Student Support Specialists that provide Tier 1 support to neediest and most disengaged students. Special attention will be paid to ELL, foster and homeless youth</p>	<p>A1.1: Pathway Programs</p>	<p>All Students</p>

1.0 FTE College and Career Readiness Specialist to provide direct support for the site	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	A1.3: A-G Completion	Low-Income Students
.2 FTE for College and Career Readiness Specialist to have 1.0 dedicated to the sites	WBL learning coordinator to coordinate opportunities for students within and outside of pathways. Foster youth and homeless students will receive priority.	A1.1: Pathway Programs	Low-Income Students
Student Support Specialist positions for each pathway	Student Support Specialists that provide Tier 1 support to neediest students	A1.1: Pathway Programs	Foster Youth

Strategic Actions for All Other Strategies (including Design Feature and Signature Element Strategies):

Strategic Action	Strategy This Action Supports	Associated LCAP Action Area (for funded actions)	Primary Target Student Group for This Action
Semester Dual Enrollment-Staffing for Teacher of Record		A1.1: Pathway Programs	All Students
Dual Enrollment-Teacher Hourly		A1.1: Pathway Programs	All Students
Dual Enrollment Text books		A1.1: Pathway Programs	All Students
Dual Enrollment Coordination activities		A1.1: Pathway Programs	All Students
Peralta Payment for Underenrollment		A1.1: Pathway Programs	All Students
Dual Enrollment Supply Costs-Photography		A1.1: Pathway Programs	All Students
Dual Enrollment Supply Costs-Fashion and Design		A1.1: Pathway Programs	All Students

Department Head for SPED to coordinate supports for SPED students and integrate them into pathways and provide coherence across the school		A2.5: Teacher Professional Development for CCSS & NGSS	Students with Disabilities
2 stip subs to support teacher observations and inquiry cycles		A1.3: A-G Completion	All Students
Lifeguard			All Students
WBL site liaison (1.0 FTE) to support pathways and coordinate the dual enrollment		A1.1: Pathway Programs	All Students
New hire (1.0 FTE) math intervention to support algebra and geometry students			Low-Income Students
3.0 (FTE) Computer Science teachers to support target students			
1 ITL/11 month TSA (split funded by title 1, supplemental, Measure N) to focus on Literacy on 9th grade Intervention			
.2 FTE to provide A-G elective support for students who have failed Biology.		A1.3: A-G Completion	Low-Income Students
Site based business manager (supplement with Measure N) to coordinate pathway expenditures and to ensure efficient process of pathway spending		A1.1: Pathway Programs	
Admin 1 bilingual			
Release days for departments/semester			
1.0 FTE TSA to support culture and failing students			
1.21 FTE science positions			
1.48 FTE English for class size reduction			
1.0 math position to address needs of students			
Classroom supplies to support student needs			
Greater support structures for male students earning below a 2.5			
Honarariums			
Extended Contracts	Differentiated professional development for teachers and school staff		
Substitutes	Differentiated professional development for teachers and school staff		
Supplies	Student Support Specialists that provide Tier 1 support to neediest students		

Meeting Refreshments	<p>Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below.</p> <p>Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes.</p> <p>Tier 3: Provide a 1 class for the students that are reading below a 3rd level.</p>		
Surplus			
Computers			
Travel and Conferences			
Dues and Membership			
Pathway Coach			
External Work Orders/Field trips	WBL learning coordinator to coordinate opportunities for students within and outside of pathways.		
Consultants (Student support specialist)	Differentiated professional development for teachers and school staff		
Admin Coach			

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

Foster Youth Program

The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under CA law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).

Refugee & Asylee Program

The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

McKinney-Vento Program

The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

School:

Oakland Technical High School

2017-18 Single Plan for Student Achievement: Proposed Budget

BUDGET AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
\$25,000.00	General Purpose Discretionary	Teacher Extended Contracts for collaboration, WASC work, curriculum development	Differentiated professional development for teachers and school staff	A2.10: Extended Time for Teachers	1120				305-1
\$20,000.00	General Purpose Discretionary	Substitutue teachers to release teachers for inquiry cycyles, prof development, etc	Differentiated professional development for teachers and school staff	A4.4: Teacher Professional Development focused on English Learners	1150				305-2
\$25,000.00	General Purpose Discretionary	Textbooks- restocking damaged/lost books	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	A1.3: A-G Completion	4100				305-3
\$154,213.86	General Purpose Discretionary	Supplies- lab equipment; classroom neccessities; paper	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion	4310				305-4
\$10,000.00	General Purpose Discretionary	equipment - restocking projectors/screens/ID card machine	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion	4410				305-5
\$20,000.00	General Purpose Discretionary	computer - restocking chromebooks	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion	4420				305-6

\$660.00	General Purpose Discretionary	dues & memberships; project management tools	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion	5300					305-7
\$45,000.00	General Purpose Discretionary	Copy machine maintenance	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion	5610					305-8
\$205,000.00	General Purpose Discretionary	Consultant contracts; Parent workshops, counseling, student support/mentoring	Student Support Specialists that provide Tier 1 support to neediest students	A2.2: Social Emotional Learning	5825					305-9
\$55,761.86	General Purpose Discretionary	Library staffing	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion		LIBCLK	LIBCLK9999	1.00		305-10
\$36,857.63	General Purpose Discretionary	Life Guard	Improve on time period attendance for all students. Increased tardy sweeps with increased follow up with families. Greater involvement of adults on campus to address on time attendance. Student support coach will conduct home visits of our most truant students to remediate attendance issues and/or family's needed support. Families in need to receive information about supports including mentoring groups for disengaged students, foster and homeless students will be provided mentoring, group support sessions and for those in need, we will provide food bags 2 times a month.	N/A		LIFEGU	LIFEGU0001	1.00		305-11
\$335.03	LCFF Supplemental	Supplies to support academic acceleration	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion	4310					305-12

\$16,182.00	LCFF Supplemental	AAMA instructor	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion	5733					305-13
\$89,338.79	LCFF Supplemental			A1.3: A-G Completion		K12TCH	K12TCH2230	1.00		305-14
\$51,578.44	LCFF Supplemental	Physiology - Biology repeat	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	A1.3: A-G Completion		K12TCH	K12TCH0166	0.45		305-15
\$67,327.37	LCFF Supplemental	World History - Health Academy	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	A1.3: A-G Completion		K12TCH	K12TCH1272	0.60		305-16
\$89,519.42	LCFF Supplemental	Biology 9th grade	Create a consistent definition of rigor across all classes and academies and ensure all students receive college and career development and opportunities. College counselor hired to provide families more information. 1 FTE will be dedicated to providing work based opportunities for all students. Student support coaches on COST teams to provide additional support	A1.3: A-G Completion		K12TCH	K12TCH1117	1.00		305-17
\$40,478.00	LCFF Supplemental	English/History	Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores) Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher	A1.3: A-G Completion		K12TCH	K12TCH0959	0.40		305-18
\$36,506.09	LCFF Supplemental	Biology 9th grade	Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores) Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher	A1.3: A-G Completion		K12TCH	K12TCH0072	0.46		305-19

\$26,782.28	LCFF Supplemental	English/History	Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores) Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher	A1.3: A-G Completion		K12TCH	K12TCH1969	0.40	305-20
\$53,532.56	LCFF Supplemental	English/History	Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores) Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher	A1.3: A-G Completion		K12TCH	K12TCH0146	0.68	305-21
\$38,861.02	LCFF Supplemental	English/History	Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores) Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher	A1.3: A-G Completion		K12TCH	K12TCH1177	0.60	305-22
\$37,412.29	LCFF Supplemental	English/History	Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores) Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher	A1.3: A-G Completion		TCHDPT	TCHDPT0064	0.40	305-23
\$18,000.00	Measure G: TGDS	extended contracts for teacher observation and coaching using TGDS	All Teachers work towards developing culturally responsive practices as measured by student survey data re: engagement. Parent education increases to support parents in understanding options available to students and how to support them through credit recovery and staying on-track to graduate.	A2.6: Teacher Evaluation	1120				305-24
\$306.71	Measure G: TGDS	teacher observation and coaching using TGDS	All Teachers work towards developing culturally responsive practices as measured by student survey data re: engagement. Parent education increases to support parents in understanding options available to students and how to support them through credit recovery and staying on-track to graduate.	A2.6: Teacher Evaluation	4399				305-25
\$42,034.57	Measure G: TGDS	STIP to support teacher observations and inquiry cycles	Align the school around a more shared definition of "rigor" using graduate capstone work (focus on argumentation) as well as aligning grading around a set of agreed-upon, performance-based standards	A1.3: A-G Completion		TCSTIP	TCSTIP0719	1.00	305-26
\$36,906.06	Measure G: TGDS	STIP to support teacher observations and inquiry cycles	Align the school around a more shared definition of "rigor" using graduate capstone work (focus on argumentation) as well as aligning grading around a set of agreed-upon, performance-based standards	A1.3: A-G Completion		TCSTIP	TCSTIP0706	1.00	305-27

\$626,135.63	Measure N	Surplus, to be allocated to pathways as follows: \$60,000.00 to Computer Pathway \$50,000.00 to Fashion, Arts & Design Pathway \$70,000.00 to Health Pathway \$30,000.00 to Engineering Pathway \$20,000.00 to Biotech Program \$100,000.00 to International Studies for Race, Law and Public Policy \$106,000.00 to 9th grade \$50,000.00 Admin support for alignment and capacity and to additional pathway-related expenses as outlined in the site plan.	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs	4399				305-28
\$66,000.00	Measure N	Pathway Coach for Oakland Tech	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs	5708				305-29
\$255,000.00	Measure N	Student Support Specialist	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	A1.1: Pathway Programs	5825				305-30
\$136,215.60	Measure N	Asst. Principal	Align the school around a more shared definition of "rigor" using graduate capstone work (focus on argumentation) as well as aligning grading around a set of agreed-upon, performance-based standards	A1.1: Pathway Programs		10APRH	10APRH9999	1.00	305-31
\$104,010.96	Measure N	T.S.A.	Improve on time period attendance for all students. Increased tardy sweeps with increased follow up with families. Greater involvement of adults on campus to address on time attendance. Student support coach will conduct home visits of our most truant students to remediate attendance issues and/or family's needed support.	A1.1: Pathway Programs		C11TSA	C11TSA9999	1.00	305-32
\$95,588.22	Measure N	C.S. teacher - 9th grade	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs		K12TCH	K12TCH2541	1.00	305-33
\$18,753.28	Measure N	FTE for Pathway Lead Conference Period	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs		K12TCH	K12TCH1722	0.20	305-34
\$72,447.17	Measure N	C.S. teacher - 9th grade	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs		K12TCH	K12TCH2542	1.00	305-35
\$20,282.46	Measure N	FTE for Pathway Lead Conference Period	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs		K12TCH	K12TCH1149	0.20	305-36

\$20,763.69	Measure N	FTE for Pathway Lead Conference Period	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs		K12TCH	K12TCH2188	0.20	305-37
\$14,019.42	Measure N	FTE for Pathway Lead Conference Period	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs		K12TCH	K12TCH0793	0.20	305-38
\$90,242.46	Measure N	C.S. teacher - 9th grade	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	A1.1: Pathway Programs		K12TCH	K12TCH2522	1.00	305-39
\$98,813.01	Measure N	C.S. teacher - 9th grade	Support initial algebra students to pass the class with a high level of understanding of Algebra to improve college competitiveness. Algebra classes will be provided push in support to assist students with skill acquisition. Students will also receive additional tutoring to build skills. Teachers are developing vertical articulation of courses and identifying essential learning experiences students must engage in. Common assessments are beginning to become the conversation.	A1.1: Pathway Programs		K12TCH	K12TCH2077	1.00	305-40
\$35,769.42	Measure N	Site based business manager (supplement with Measure N) to coordinate pathway expenditures and to ensure efficient process of pathway spending	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs		SSBMGR	SSBMGR0004	0.30	305-41
\$92,208.68	Measure N	WBL site liason (1.0 FTE) to support pathways and coordinate the dual enrollment	All students (focus on AA/Latin@) will be enrolled in a minimum of 2 or a combination of 2 college/career ready experiences by the end of their 12th grade (Dual Enrollment, AP , Internship)	A1.1: Pathway Programs		STLWBL	STLWBL9999	1.00	305-42
\$24,669.10	Partnership Academy	FTE for Pathway Lead Conference Period	By 2020 80%-100% of students will be enrolled in a pathway	A1.1: Pathway Programs		K12TCH	K12TCH2364	0.20	305-43
\$227.36	Supplemental Program Investment	Supplies			4310				305-44
\$30,000.00	Supplemental Program Investment	AAMA Instructor	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion	5733				305-45

\$11,461.88	Supplemental Program Investment	Physiology/ Biology repeat	Whole school will focus on academic discussion that will include strategies to support argumentation in speech and writing. In 9th grade, we will create targeted student interventions for students reading 3 grade levels below. Tier 2: Provide 60 students that are reading 6th grade or below a structured support classes. Tier 3: Provide a 1 class for the students that are reading below a 3rd level.	A1.3: A-G Completion		K12TCH	K12TCH0166	0.10	305-46
\$16,028.82	Supplemental Program Investment	Physiology -Health Academy	All Teachers work towards developing culturally responsive practices as measured by student survey data re: engagement. Parent education increases to support parents in understanding options available to students and how to support them through credit recovery and staying on-track to graduate.	A1.1: Pathway Programs		K12TCH	K12TCH2032	0.20	305-47
\$33,037.94	Supplemental Program Investment	English/History	Improve outcomes for 9th grade EL's by 10% over previous year (as measured by GPA, A-G credits, and SRI scores) Accelerate literacy learning by requiring that all 9th graders entering high school 2 or more years below grade level attend a literacy intervention class taught by a highly qualified teacher	A1.3: A-G Completion		TCHDPT	TCHDPT0012	0.40	305-48
\$23,416.54	Title I Basic	supplies	Tutoring and peer tutoring opportunities are increasing	A3.2: Reading Intervention	4310				305-49
\$129,905.50	Title I Basic	1.0 FTE TSA to support culture and failing students	Improve on time period attendance for all students. Increased tardy sweeps with increased follow up with families. Greater involvement of adults on campus to address on time attendance. Student support coach will conduct home visits of our most truant students to remediate attendance issues and/or family's needed support.	A5.1: School Culture & Climate (Safe & Supportive Schools)	1119	C12TSA	C12TSA0006	1.00	305-50

OAKLAND TECHNICAL HIGH SCHOOL SCHOOL-HOME COMPACT

Oakland Technical High School and the parents of its students agree to share the responsibility for improved student academic achievement. This compact outlines the means by which the school and parents will build and develop a partnership that will help children achieve the State of California's high academic standards.

This School-Parent Compact is in effect during the 2016-2017 school year.

We, the teachers, support staff, and administration of Oakland Technical High School:

- Agree to provide a safe, supportive, and effective learning environment for all students.
- We will do this by making clear our expectations for student performance both in and outside the classroom, and reviewing these expectations on a regular basis.
- We agree to provide curriculum and instruction that is of high quality and is designed to enable all students to meet the state's academic achievement standards.
- We agree to continually work on our teaching strategies so that we can successfully teach all students.
- We agree to hold a meeting with parents at least once each year (for example, on Back to School Night or at Registration or Parent Workshops) during which this compact will be discussed in relation to their students' achievement.
- We agree to notify parents or guardians promptly when attendance or academic problems arise for their students.
- We agree to provide reports on student progress no less than three times each semester.
- We agree to provide reasonable access to staff and appropriate orientation and opportunities for parents who wish to volunteer, participate, or observe in their students' classrooms.
- We agree to follow school policies and show respect for every person at the school.

We, the parents and guardians of students at Oakland Technical High School:

- Accept responsibility for supporting our students' learning.
- We agree to monitor our students' attendance and assure attendance is maximized.
- We agree to monitor the study environment at home and assure that our students have at least 3 hours in a quiet environment to do homework each day.
- We agree to monitor the time our students spend with television or other electronic entertainment.
- We agree to encourage our students to make positive use of their extracurricular time.
- We agree to respond promptly to messages from the school.
- We agree to attend Back-to-School Night and other conferences that are arranged with our students' teachers or administrators.
- We agree to follow school policies and show respect for every person at the school.

We, the students of Oakland Technical High School:

- Agree to be on time for each of our classes every day.
- We agree to come to each class with completed homework and the required materials.
- We agree to write down each homework assignment and to set aside at least 3 hours each day to complete homework assignments.
- We agree to let our teachers, parents, or guardians know if we are having difficulty in a class and to ask for help if we need it.
- We agree to carry information between the school and our homes.
- We agree to follow school policies and show respect for every person at the school.

Signed: _____

(Parent)

Signed: _____

(Student)

Agreement of teachers, staff, and administration is on file in the school's main office.

Title I School Parental Involvement Policy: 2016-2017

Oakland Technical High School

4351 Broadway

Oakland, CA 94611

(510) 879-3050

Part 1. General Expectations: Involvement of Parents in the Title I Program

Oakland Technical High School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's Home-School compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring

- That parents play an integral role in assisting their child's learning
- That parents are encouraged to be actively involved in their child's education at school
- That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- The carrying out of other activities, such as those described in section 1118 of the ESEA

Part 2. Description of how the School will implement required School Parental Involvement Policy components

Building Parent Capacity for Involvement

- 1) *Oakland Technical High School* will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Invitation to parents in Chinese, Spanish, Vietnamese, and English
 - PTSA (Parent Teacher Student Association) announcement and invitation
 - Regular Announcements to students over the school intercom
 - School Bulletin
 - OUSD Parent Signature of Parent Guide Book
 - Oakland Technical High School Handbook
 - The student newspaper
 - The school's outdoor marquee
- 2) *Oakland Technical High School* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
 - Posting in the school offices, classrooms, library, and Family Resource Center
 - School website
 - Bulldog Bytes (School Newsletter)
 - PTSA (Parent Teacher Student Association) Yahoo e-mail group

- Fliers
 - School Mailings
- 3) **Oakland Technical High School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the CSSC will approve the updated policy:
 - CSSC (Collaborative School Site Council) agenda every year for review
 - ELAC (English Language Advisory Committee) agenda every year for review
 - PTSA (Parent Teacher Student Association)
 - AASAP (African American Student Action Planners)
 - Student Council
 - Faculty Council
 - 4) **Annual Title I Meeting. Oakland Technical High School** will convene an annual meeting to inform parents of the following:
 - That the school participates in the Title 1 Program
 - How the school implements the Title I Program
 - The requirements of the Title 1 Program
 - The parents' right to be involved
 - The parents' right to participate in the development of the District's Title 1 Plan
 - 5) **Oakland Technical High School** will provide information about Title 1 programs to parents of participating children in a timely manner:
 - The information will be provided using the procedures described in Part 2, #2, above.
 - Information about the Annual Title I Meeting will be provided at fall registration.
 - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
 - Annual Title I Meeting
 - CSSC (Collaborative School Site Council) meetings
 - 6) **Oakland Technical High School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students progress, and the proficiency levels students are expected to meet:
 - High School Course Descriptions
 - Back to School Night
 - Grade Transition Nights
 - 7) **Oakland Technical High School** provides support, during regular meetings, for parental activities requested by Title I Program parents.
 - Opportunity to request items in advance to include on meeting agenda
 - 8) **Oakland Technical High School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
 - Back to School Night
 - Teacher Conferences
 - Teacher Syllabi
 - Oakland Technical High School Handbook
 - School Announcements
 - 9) **Oakland Technical High School** will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
 - Office of the Ombudsperson
 - Contact: Mr. Gabriel Valenzuela, Ombudsperson /Title IX Coordinator
 - 1000 Broadway, 1st Floor, Suite 150, Oakland, CA 94607

Office: (510) 879-4281
Direct: (510) 879-3667
FAX (510) 879-3678

Email: gabriel.valenzuela@ousd.org

School-Home Compact

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

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) ***Oakland Technical High School*** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - PTSA (Parent Teacher Student Association)
 - CSSC (Collaborative School Site Council)
 - ELAC (English Learners Advisory Council)
 - AASAP (African American Student Action Planners)
 - The school district's Parent Options Program
 - Parent Patrol
 - Fliers
 - The school's website
 - The school's outdoor marquee
 - Family Resource Center
 - The School Site Principal will be responsible for the overall program of parental involvement.
- 2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph
 - The State of California's academic content standards
 - The State of California's student academic achievement standards
 - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
 - The requirements of Title 1
 - How to monitor their child's progress
 - How to work with educators

Information is listed and distributed in the following ways to provide assistance to parents in understanding how to work with their children, teachers, etc.:

- Parent Handbook
- Bulldog Bytes
- Report Cards
- Information Nights
- Progress Reports (distributed every six weeks)
- Annual Title 1 Meeting
- Family Resource Center

- 3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
 - Providing information to parents on district trainings and information student improvements
 - College Nights
- 4) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
 - Staff Retreats
 - Staff Professional Developments
 - Staff Professional Learning Communities
- 5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
 - College Nights
 - Back to School Nights
 - Information Nights
 - PTSA (Parent Teacher Student Association) to organize and facilitate activities
- 6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:
 - Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
 - Sending vital information home in Chinese, Spanish, Vietnamese, and English

Accessibility

The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:

- Provide bilingual liaisons in at least Spanish and Chinese to inform and encourage parents to participate in school activities and decisions.
- Provide accessibility aids, equipment, and architecture to the extent practicable.

Part 4. Adoption

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

September 19, 2016, September 20, 2017, Parental Involvement Policy PowerPoint Presentations by Staci Morrison; subsequent Annual Title I Meeting minutes for 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and 2016.

This policy was adopted by the Oakland Technical High School Collaborative School Site Council on September 20, 2016.

Revision History: March 12, 2007; October 6, 2008; February 1, 2010; March 31, 2010; November 1, 2010; ratified without revision, November 7, 2011. Current policy to remain in force through November 2017, unless revised earlier.

The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. Oakland Technical High School's notification to parents of this

policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

Staci Ross-Morrison 
(Principal's signature)

October 6, 2016



School Site Council Membership Roster – High School

School Name: Oakland Tech

School Year: 2016-2017

Chairperson :	Vice Chairperson:
Secretary:	LCAP Parent Advisory Nominee:
LCAP EL Parent Advisory Nominee:	LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Members' Phone and Email (if not included above)	Principal	Classroom Teacher	Other Staff	Parent/ Comm.	Student
Staci Ross-Morrison		X				
Errico Bachicha			X			
Deborah Green			X			
Denise Holladay			X			
Johanna Langill			X			
Keith Debro			X			
Dora Hopson				X		
Dawn Humphrey				X		
Yata Davis					X	
Hannah Onstad					X	
Heather Imboden					X	
Julia Ma					X	
Kattie Crowder						X
Dana Lenoir						X
Rachel Mounla						X
Vivian Tran						X

Meeting Schedule (day/month/time)	
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SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be selected/elected by peer groups;
2. There must be an equal number of school staff and parent/community/student members;
3. There must be an equal number of students and Parents/community members;
4. Majority of school staff members must be classroom teachers;
5. **Students are required to be members of the High School SSC**
6. Parent/community members cannot be OUSD employees at the site.

1-Principal
4-Classroom
Teachers
1-Other Staff
AND
3-Parent