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Board Cover Memorandum

To Board of Education
From Kyla Johnson-Trammell, Superintendent
 Sondra Aguilera, Chief Academic Officer
Board Meeting Date October 13, 2021
Subject 2021-2022 School Plan for Student Achievement (SPSA) - Oakland Technical High School

Ask of the Board Approval by the Board of Education of the 2021-2022 School Plan for Student Achievement (SPSA) for Oakland Technical High School.

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

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

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

- Title I, Part A
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2021-2022 School Plan for Student Achievement (SPSA) for Oakland Technical High School



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2021-2022 School Plan for Student Achievement (SPSA)

School: Oakland Technical High School
CDS Code: 1612590136051
Principal: Richard Fairly
Date of this revision: 5/21/2021

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

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

Contact: Richard Fairly

Position: Principal

Address: 4351 Broadway
Oakland, CA 94611

Telephone: 510-450-5400

Email: richard.fairly@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/21/2021

The District Governing Board approved this revision of the SPSA on: 10/13/2021

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Shanti Gonzales, Board President

2021-2022 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Oakland Technical High School **Site Number:** 305

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

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

- The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per Education Code 52012.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
- 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.
- The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
- Opportunity was provided for public input on this school's School 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: 5/21/2021

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

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

Signatures:

Richard Fairly

Principal


Signature

6/1/2021

Date

Benjamin Salop

SSC Chairperson


Signature

6/2/2021

Date

Vanessa Sifuentes, HS Executive Director

Network Superintendent

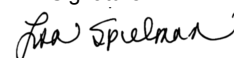

Signature

6/3/2021

Date

Lisa Spielman

Director, Strategic Resource Planning


Signature

7/1/21

Date

2021-22 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 2021-22 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/26/2021	Instructional Leadership Team	Overview of SPSA development process
1/26/2021, 2/23/2021, 3/31/2021, 4/27/2021, 5/21/2021	CSSC	Overview of SPSA development process; annual review of progress; discussion of student achievement data; discussion of needs assessment; discussion of strategies and actions for 2021-2022
2/23/2021, 3/31/2021	Students: grades 9-12	Discussion of student data and student concerns brought by student representatives to CSSC meetings
12/16/2020	SELLS	Overview of SPSA development
3/3/2020	Faculty & Staff	Whole-staff meetings
2/23/2021, 3/31/2021	AASAP	Discussion of student data and student concerns brought by AASAP representatives to CSSC meetings
2/17/2021, 2/24/2021, 3/3/2021, 3/10/2021, 3/17/2021	Admin Leadership Team	Overview of SPSA development process; annual review of progress; discussion of student achievement data; discussion of needs assessment; discussion of strategies and actions for 2021-2022
3/31/2021	COST/Attendance Teams	Discussion of student data and student concerns brought by COST representatives to CSSC meetings
5/21/2021	CSSC	Final review and approval of SPSA 21-22

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS AND FAMILIES

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing (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 California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have; and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. 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.
- **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.

2021-2022 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$370,370.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$3,031,870.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$360,750.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$191,400.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$9,620.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$843,200.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$1,626,900.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$370,370.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$2,661,500.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$3,031,870.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Oakland Technical High School

School ID: 305

School Description

Oakland Technical High School (often referred to as Oakland Tech or simply Tech) encompasses two campuses on 13 acres in North Oakland and is one of three comprehensive high schools in the Oakland Unified School District (OUSD.) The strength of the school continues to be its excellent academic reputation and emphasis on maintaining small learning communities while enjoying the spirit and school climate of a comprehensive high school. The school boasts championship athletic teams, vibrant arts programs, and more than 30 active student clubs. Its alumni have reached national prominence in athletics, the arts, business, and politics. Oakland Tech parents and community members are very involved, as for example, when they responded to the need for a baseball field in north Oakland by organizing a “Field of Dreams” fundraising and construction effort. Built in 1914 and designed to resemble the main science building at the Massachusetts Institute of Technology, Oakland Tech was historically the premiere vocational school in Oakland, offering courses as diverse as automobile and aviation mechanics in addition to woodshop and metal-working. These programs were phased out in the 1970s, and the shops were remodeled over the years into new science labs, a health clinic, a dance studio and classrooms. The faculty and administration have long been on the forefront of major changes in the district, working together to institute one of the state’s first Partnership Academies, the Health and Bioscience Academy in 1985, and a second academy, the Engineering Academy, soon after. In 1986, two teachers developed the rigorous Paideia program of integrated humanities studies for 10th-12th graders. The school’s celebrated 9th grade California Studies program began as a preparatory course for Paideia, but was expanded to include all freshmen during the 2012-2013 school year. Oakland Tech became one of the first Digital High Schools, participated in the Bay Area School Reform Collaborative in the 1990s, and helped shape the district’s School Site Empowerment policy as the largest pilot school for the site-based decision-making model of operations earlier in this decade.

School Mission and Vision

Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that every student takes ownership over their learning, engages in rigorous academic discourse, and graduates college and career ready.

1B: 20-21 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	<p>According to data from the 2019 California Dashboard EL increased 3.6%; African Americans increased 9.1% and Latin X increased 3.9% from 2018, while there was a 3.8% decrease in our SPED population.</p> <p>The implementation of the 9th Grade College & Career Exploratory.</p> <p>Increased the number of industry presentations.</p>	<p>Increase in Wall-toWall Pathways, Implementation of Pathway Advisory Boards which increases industry partnerships and added perspective on current curriculum, increase in Dual Enrollment during summer ECCCO program.</p>
<i>Focal Student Supports</i>	<p>96.4% of students in the 9th grade are currently on track to graduate as far as credits, despite DL; 97% of 9th grade EL students are on track to graduate; 91.9% of 9th grade AA students are on track to graduate; 94.7% of 9th grade SpEd students are on track to graduate; 87.4% of 9th grade student are on track to graduate in terms of their GPA being above 2.0.; 90% of our 12th grade African American student are on track to graduate.</p>	<p>The supports offered by the 9th grade House structure do well to support new student during their transition year to HS. PDs done at Oakland Tech around supporting SpEd students have been beneficial for the staff; COST team works effectively to support students through SST/referrals to other services; The understanding of data that demonstrates that the 9th grade year is a "transition" year and student success in the 9th grade translates to student success in grades 10-12. Thus the 9th grade teachers make it a point to try to build strong meaningful relationships with students in hopes of encouraging engagement and furthering student success.</p>

<p><i>Student/Family Supports</i></p>	<p>Students and families have been provided a variety of Tier 1 and Tier 2 intervention supports: Group counseling, individual counseling, technology, nutritional services and other school wide resources.</p>	<p>Due to the impact that COVID-19 and Distance Learning had on the Oakland Tech community the COST team made a concerted effort to engage families and provided them with a variety support services through the PTSA, SST's Restorative Justice, Counseling, SART, and other school wide resources. The Oakland Tech Administrators broadened their outreach and communication with families by including school messenger emails and phone calls, google classroom, Instagram, newsletters, bulletins and the school website.</p>
<p><i>Staff Supports</i></p>	<p>The OUSD Dashboard shows that there is a 80.9% retention rate for teachers returning to the classroom for the 2019-2020 school year, while Oakland Tech's average retention rate is slightly higher at 84.4%. In addition to the site professional development that happens on Wednesdays, new teachers are able to participate in weekly 1:1 mentoring sessions with a Teacher on Special Assignment (on average, 8 teachers per week) and weekly group circles to build collegial relationships and engage in problem solving around instruction and student supports (on average, 4 teachers per week). Also, during the 2019-20 school year, 8 new teachers were paired with an Induction Mentor to support the clearing of their teaching credential, and during the 2020-21 school year, 12 new teachers were paired with an Inducation Mentor, and 5 teachers with emergency credentials were paired with a mentor. We also offer a teacher- and therapist-led weekly mindfulness practice and a Friday support circle, led by our RJ coordinator.</p>	<p>The new teacher support process has become more established with shared documentation, knowledge, and communication in the past two years. There is a clear pipeline from recruitment, to hiring, to district Human Resources, to site onboarding and clearing of credentials. Schoolwide professional development is increasingly becoming aligned with schoolwide equity goals and objectives. ILT, Faculty Council, OEA, and COST each have clear purposes that support staff in their ability to support students.</p>

Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	<ol style="list-style-type: none"> 1. Excessive number of scholars reading below grade level. 2. Excessive number of scholars performing below grade level in math. 3. Limited opportunities for internships due to Covid-19. 	<p>Using the 5 "Whys" of 6 Sigma's Root Cause Analysis. Due to Covid-19 a number of people left the teaching profession, making it difficult to hire a replacement.</p> <p>Using the 5 "Whys" of 6 Sigma's Root Cause Analysis. There has been little alignment between the middle school and high school math teachers. Due to Covid-19 the summer learning program was minimized.</p> <p>Due to Covid-19 many companies were not in the position to host internships and were not able to create virtual one.s</p>
<i>Focal Student Supports</i>	<p>1) A-G completion rates of ELLs, AAs, and Latinx students continue to labor below 50% (Only 47.2% of AAs; Only 47.9% of Latinx; Only 15.2% of SpEds graduate A-G eligible 2) While 90.7% of our students are on track to graduate, the Math (19%) department and the ELA (15%) department continue to have the highest percentages/numbers of students that leads to students being off track overall.</p>	<p>The SDC programs often put students on Diploma track' The has an impact on AA and Latinx demographics as a disproportionate amount of SpEd student come from these demographics; Implicit Bias from teachers; Social Promotion in OUSD MS leaves these students with an opportunity/knowledge gap that teachers cannot close effectively;</p>
<i>Student/Family Supports</i>	<p>According to data from 2019-2020 COST tracker, Cost referrals increased from 313 in 2018-2019 to 333 in 2019-2020 The top 3 primary reasons for referrals: Academic concerns, Attendance/Truancy, and Substance Abuse. Top 3 secondary reasons: Attendance /Truancy, Depression and Anxiety. 2020-21 Data shows that referrals to COST have decreased to 156. the bulk of referrals are due to attendance and truancy.</p>	<p>Due to COVID- 19 and Distance Learning, students became disengaged and began experiencing depression and anxiety from the lack of social interactions with their peers, no face to face instruction and limited academic interventions. Teachers and parents have not been referring to the same degree that they did before COVID. Parents may be holding the work more or not informed about supports during COVID.</p>

<p><i>Staff Supports</i></p>	<p>According to the OUSD retention survey, teachers report cost of living, lack of adequate resources, and high levels of work-related stress as reasons they contemplate leaving the district. Site-created professional development feedback surveys continue to show teachers' desire for more meaningful, engaging professional development with more time to collaborate with peers. On the 2019-20 CHKS survey, only about 31% of Tech teachers reported that all or most staff have close professional relationships with each other.</p>	<p>The Covid-19 pandemic and distance learning have caused new challenges for staff to adapt to, both personally and professionally. It has also been an ongoing challenge to adapt our professional development and support systems to the new virtual nature of schoolwide communication. As a result, there are communication issues and feelings of isolation.</p>
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1C: 20-21 STUDENT GOALS & TARGETS

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

<p>School Goal for May 2024:</p>	<p>Through the pathway model and teaching through a culturally responsive lens , all students will receive a rigorous learning experience, quality college and career planning coupled with the appropriate student supports to ensure all students will graduate college and career ready.</p>
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Instructional Focus Goal: *All students graduate college-, career-, and community-ready.*

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Graduation Rate	All Students	n/a	90.8%	n/a	n/a
On Track to Graduate: 9th Grade	All Students	TBD	85.4%	n/a	n/a
On Track to Graduate: 11th Grade	All Students	TBD	66.1%	65.0%	68.0%
A-G Completion	All Students	n/a	75.0%	72.0%	75.0%
College/Career Readiness	All Students	TBD	63.1% (Spring 2019)	80.0%	83.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	All Students	+15 points DF3	-3.6 (Spring 2019)	n/a	n/a
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	n/a	Coming soon	n/a
IAB ELA Above Standard	All Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	All Students	+15 points DF3	-88.6 (Spring 2019)	n/a	n/a
IAB Math Above Standard	All Students	n/a	n/a	-50.0	-47
CAST (Science) at or above Standard	All Students	n/a	17.8% (Spring 2019)	n/a	n/a

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

School Goal for May 2024: Struggling readers and English Language Learners will experience academic growth as a result of receiving targeted interventions.

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC ELA Distance from Standard Met	Students with Disabilities	+20 points DF3	-99.3 (Spring 2019)	-79.0	-74.0
SBAC ELA Distance from Standard Met	African-American Students	+20 points DF3	-45 (Spring 2019)	n/a	n/a
IAB ELA Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB ELA Above Standard	African-American Students	n/a	n/a	n/a	n/a

Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	14.3%	n/a	n/a
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
SBAC Math Distance from Standard Met	Students with Disabilities	+20 points DF3	-159 (Spring 2019)	-130.0	-125.0
SBAC Math Distance from Standard Met	African-American Students	+20 points DF3	-120 (Spring 2019)	n/a	n/a
IAB Math Above Standard	Students with Disabilities	n/a	n/a	n/a	n/a
IAB Math Above Standard	African-American Students	n/a	n/a	n/a	n/a
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
ELL Reclassification	English Learners	Reclassify 16%	6.6%	16.0%	19.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	5.6%	25.0%	28.0%

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

School Goal for May 2024:

At risk students will be prioritized when providing targeted support, interventions and communication to ensure equity of service.

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.

Measure	Target Student Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Connectedness	All Students	+5pp	49.2%	n/a	2.0%

Suspensions	All Students	-2pp	2.5%	n/a	2.0%
Suspensions	African-American Students	-2pp	5.9%	n/a	3.5%
Suspensions	Students with Disabilities	-2pp	7.4%	n/a	6.0%
Chronic Absence	All Students	-2pp	11.2%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	19.1%	n/a	18.0%
UCP Complaints	All Students	n/a	n/a	n/a	n/a

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

School Goal for May 2024:		All teachers will be fully trained on the COST referral process, and 100% of students referred to COST will be provided optimal Tier 2 and Tier 3 supports.			
Measure	Target Group	District Growth Targets	Spring 2020 Baseline	Spring 2021 Target	Spring 2022 Target
Staff Satisfaction on PD	All Staff	n/a	n/a [new metric]	n/a	n/a
Teacher Retention	All Teachers	n/a	84.4% (Fall 2020)	n/a	n/a

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

1E: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

Students who are no longer in pathways due to credit recovery needs are not able to benefit from pathway experiences because they no longer have access to Measure N funds.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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

2: ANNUAL REVIEW & UPDATE OF 2020-21 SCHOOL PLAN (SPSA)

20-21 Priority for Proposed LCAP Goal: All students graduate college, career, and community ready

- To augment the level of academic proficiency by implementing comprehensive, researched based strategies to assist all scholars in leaning and maintaining essential skills.**
- To increase academic growth in core content areas to ensure scholars have the necessary skills for college and/or career.**
- To ensure teachers are implementing sound researched based practices to meet the college and career needs of all scholars.**
- To incorporate team data systems so that staff can routinely review, analyze and interpret data to drive instructional practices.**
- To increase the number and types of dual enrollment, concurrent enrollment and Work Based Learning opportunities.**

Theory of Change:

If Oakland Tech provides high leverage teacher coaching, quality professional development using a culturally relevant lens prioritizing literacy and math, teachers will be better able to support struggling scholars, thus all scholars will be prepared to enage in postsecondary college and/or careers.

Related School Goal:

- 80% of scholars will demonstrate proficency of college and career ready skills as measured by site, district and state assessments.
- 80% of scholars will increase academic growth in core content areas meeting or exceeding standards by 2021.
- 80% of teachers will develop and implement engaging, innovative, PBL curriculum that is vertically aligned in order to optimize learning across content areas.
- 80% of teachers will use data to drive instructional practices to increase academic achievement and decrease gaps in learning.

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The 9th grade team used Measure N funds to bring in tutors from the East Bay Consortium to assist with math intervention in Algebra 1 during Distance Learning; The Geometry and Algebra Teams worked collaboratively to ensure that Math was accessible to students during Distance Learning by reviewing all work as needed while sharing corrected answers with students retroactively and allowed them to metacognitively correct their work/answers.

What evidence do you see that your practices are effective?

In 2019-2020, only 16.8% of AA students earned A grades; In 2020-2022 we see 27.6% of AA students receiving an A grade during MP 4; No AA students failed during MP4 during 2020-2021; During the same period, only 27% of Latinos earned A grades. In 2020-2021 that number of Latinos that earned A grades went up to 42.3%. In Geometry, only 1 or 1% of AA students earned an A during 2019-2020; In 2020-2021, 23% of AA students earned As. Additionally in 2019-2020, only 8.8% of Latino students earned As; In 2020-2021, 26.5% of Latino students earned an A. In Algebra 2, no AA or Latino students failed after seeing 7.6% and 4% of those students fail in 2019-2020

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

Use of Culturally Responsive Teaching Practices will continue as PDs will be focused on them during 2021-22.

20-21 Priority for Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap

- To create and implement a comprehensive Literacy and Math program aligned to the CCSS with a focus on intervention, support services, high quality materials and resources and enrichment.**
- To increase the types of interventions and tutoring support for at risk scholars with an emphasis on social emotional support, mentoring, scaffolding and data collection.**
- To incorporate team data systems so that staff can routinely review, analyze and interpret math data to drive instructional practices.**

Theory of Change:

If Oakland Tech provides effective professional development, intervention resources (via intervention teachers and intervention courses), enhance differentiation, culturally responsive strategies, effective instructional practices and materials to support teaching and learning, at risk African American, Latino and ELL scholars will increase academic growth and decrease gaps in achievement.

Related School Goal:	30% of scholars will increase reading levels by two years. Increase the types of math interventions and support by 30%. 80% of teachers will use data systems to routinely review, analyze and interpret data to drive instructional practices, identify interventions, and monitor scholar academic growth.
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

The 9th grade team used Measure N funds to bring in tutors from the East Bay Consortium to assist with math intervention in Algebra 1 during Distance Learning; The Geometry and Algebra Teams worked collaboratively to ensure that Math was accessible to students during Distance Learning by reviewing all work as needed while sharing corrected answers with students retroactively and allowed them to metacognitively correct their work/answers.

What evidence do you see that your practices are effective?

In 2019-2020, only 16.8% of AA students earned A grades; In 2020-2022 we see 27.6% of AA students receiving an A grade during MP 4; No AA students failed during MP4 during 2020-2021; During the same period, only 27% of Latinos earned A grades. In 2020-2021 that number of Latinos that earned A grades went up to 42.3%. In Geometry, only 1 or 1% of AA students earned an A during 2019-2020; In 2020-2021, 23% of AA students earned As. Additionally in 2019-2020, only 8.8% of Latino students earned As; In 2020-2021, 26.5% of Latino students earned an A. In Algebra 2, no AA or Latino students failed after seeing 7.6% and 4% of those students fail in 2019-2020

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

Use of Culturally Responsive Teaching Practices will continue as PDs will be focused on them during 2021-22.

20-21 Priority for Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged

- To maintain a school environment that is safe, supportive and engaging for all scholars through a COST model that ensures all students receive the needed student supports.**
- To increase student voice in the instructional process through use of culturally responsive teaching pedagogy. Increasing leadership and college and career opportunities for scholars.**
- To increase opportunities for family engagement for all parent subgroups.**

Theory of Change: If Oakland Tech increases community school partnerships, all scholars, family and staff will feel welcomed, supported and safe in an enriched climate and culture.

Related School Goal:	<p>All staff will promote and implement the goals of the safety, climate and culture and MTSS plan.</p> <p>100% of at risk scholars will receive the needed supports through Pathways. Teachers and Student Support Specialist will work with "at risk" scholars using the SEL core competencies.</p> <p>The Climate and Culture team will identify additional opportunities for student leadership work to increase school spirit.</p> <p>Increase family engagement in site activities, meetings and schoolwide events for parents of color.</p>
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Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Evidence from staff surveys and WASC walkthroughs suggest that our practices have been relatively effective. After the August buyback day focused on SEL, 72.3% of respondents agreed or strongly agreed that they were able to implement the three critical practices of Social Emotional Learning in their virtual classrooms. After the January and February CRT and equity focused professional development sessions, 80% of respondents agreed or strongly agreed that they reconnected with principles of culturally responsive teaching from last year's PD, 80% of respondents agreed that they could define and apply culturally responsive teaching, and 87% of respondents agreed that they could define and apply DEI, implicit bias, and academic equity. The administration team also completed 10-20 minute walkthroughs in over 90 of our 105 classrooms using a common walkthrough form this Spring. From the results collected in our google form, we found that 48.7% of classrooms we visited included explicit SEL techniques during the 10-15 minutes time frame the administrator was observing. These SEL techniques included examples like students identifying their mood or feeling about a lesson on an interactive graph slide, breakout rooms with fun group intro slides with pictures, favorite musicians, and team names, always/sometimes/never group agreements, and appreciations and anonymous questions boxes. Given that our walkthroughs were only 10-15 minutes, this data suggests a much higher percentage of our teachers are generally using social emotional learning techniques in their virtual teaching practices. Moreover, 67% of classrooms visited demonstrated equitable participation strategies, 82.7% of classrooms visited demonstrated building on scholars' schema and connecting old learning to new learning, and 87.3% of classrooms demonstrated students using academic language. Some teams, like the 9th grade team, regularly reference and reflect on Hammond's ignite, chunk, chew, review culturally responsive lesson planning model. Of the 13 teachers who are new to Tech, 10 of them regularly attend Friday circle or sign up for coaching & mentoring support or a combination of both on a weekly basis. The TSA has also observed that a majority of the new teachers have implemented SEL focused activities and cognitive routines after lesson planning and observation debriefs.

What evidence do you see that your practices are effective?

Evidence from staff surveys and WASC walkthroughs suggest that our practices have been relatively effective. After the August buyback day focused on SEL, 72.3% of respondents agreed or strongly agreed that they were able to implement the three critical practices of Social Emotional Learning in their virtual classrooms. After the January and February CRT and equity focused professional development sessions, 80% of respondents agreed or strongly agreed that they reconnected with principles of culturally responsive teaching from last year's PD, 80% of respondents agreed that they could define and apply culturally responsive teaching, and 87% of respondents agreed that they could define and apply DEI, implicit bias, and academic equity. The administration team also completed 10-20 minute walkthroughs in over 90 of our 105 classrooms using a common walkthrough form this Spring. From the results collected in our google form, we found that 48.7% of classrooms we visited included explicit SEL techniques during the 10-15 minutes time frame the administrator was observing. These SEL techniques included examples like students identifying their mood or feeling about a lesson on an interactive graph slide, breakout rooms with fun group intro slides with pictures, favorite musicians, and team names, always/sometimes/never group agreements, and appreciations and anonymous questions boxes. Given that our walkthroughs were only 10-15 minutes, this data suggests a much higher percentage of our teachers are generally using social emotional learning techniques in their virtual teaching practices. Moreover, 67% of classrooms visited demonstrated equitable participation strategies, 82.7% of classrooms visited demonstrated building on scholars' schema and connecting old learning to new learning, and 87.3% of classrooms demonstrated students using academic language. Some teams, like the 9th grade team, regularly reference and reflect on Hammond's ignite, chunk, chew, review culturally responsive lesson planning model. Of the 13 teachers who are new to Tech, 10 of them regularly attend Friday circle or sign up for coaching & mentoring support or a combination of both on a weekly basis. The TSA has also observed that a majority of the new teachers have implemented SEL focused activities and cognitive routines after lesson planning and observation debriefs.

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

While we will continue with this goal and our focuses on equity, SEL, and culturally responsive teaching in the 2021-2022 school year, we will also be shifting our focus to supporting students with the transition back to in person learning. We will focus on addressing unfinished learning, creating an atmosphere of authentic care/belonging, equitable assessment practices that incorporate student voice, and speaking skills/using academic language. Departments will be honing which CCSS they focus on as we transition into a block schedule and emphasize depth over breath.

20-21 Priority for Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff

- To provide scholars with highly qualified instructors across all content areas.**
- To provide staff with data driven professional development to increase academic achievement and to provide scholars with sound, 21st Century researched based lessons that will ensure they are college and/or career ready.**
- To recruit, develop and retain highly qualified staff to implement district and site goals.**

Theory of Change:	If Oakland Tech provides staff with effective professional development and necessary strategies and systems for growth, all scholars, families and staff will benefit from optimal community services.
Related School Goal:	<p>80% of teachers will use effective lessons aligned with CCSS and that meet diverse scholar needs.</p> <p>80% of teachers will participate in professional development and implement the identified instructional strategies that are based on site data, scholar needs and 21st Century teaching standards.</p> <p>100% of new and struggling staff will participate in mentoring and/or receive coaching and professional development.</p>

Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

This year we provided whole staff virtual professional development sessions around equity, SEL, and culturally responsive teaching, which we adapted for distance learning. At our August Buyback Day, staff participated in 3 SEL modules led by different members of the administration teams: one on leading virtual RJ circles, one on personal well being and self-care during the pandemic, and one on engaging advisory SEL activities and games designed to be used in our 30 minute advisory meetings. At our October professional development meeting, our staff participated in a mental health training supported by Oakland Tech's team of counselors and support staff. At our November professional development meeting the day after the election, our staff selected from three options: 1.) mindfulness hour with our staff meditation leaders 2.) a restorative justice circle modeling prompts and rituals that could be used with students in the classroom, or 3.) an election-related instructional resource-share and interactive slides activity. At our January professional development meeting and buyback day, we focused on equity with a identity wheel opening breakout room activity that could be used in advisory classrooms and three modules that mirrored culturally responsive information processing principles on implicit bias, Diversity, Equity, and Inclusion (DEI), and academic equity. Finally, at our February professional development meeting, we reviewed culturally responsive teaching principles and lesson planning tenets from Zaretta Hammond's Culturally Responsive Teaching and the Brain and our 9th grade team gave examples of how they had adapted her principles to distance learning. In April and May, we have focused on re-opening school for in person learning and previewing our focuses for next school year. Each week on Friday, the TSA facilitates a new teacher circle on Zoom; the first semester focused on building trust and the second semester focused on problem solving around dilemmas. Teachers who are in Years 1 to 3 at the school also sign up for classroom observations, lesson planning support, and thought partnership on a weekly basis.

What evidence do you see that your practices are effective?

Evidence from staff surveys and WASC walkthroughs suggest that our practices have been relatively effective. After the August buyback day focused on SEL, 72.3% of respondents agreed or strongly agreed that they were able to implement the three critical practices of Social Emotional Learning in their virtual classrooms. After the January and February CRT and equity focused professional development sessions, 80% of respondents agreed or strongly agreed that they reconnected with principles of culturally responsive teaching from last year's PD, 80% of respondents agreed that they could define and apply culturally responsive teaching, and 87% of respondents agreed that they could define and apply DEI, implicit bias, and academic equity. The administration team also completed 10-20 minute walkthroughs in over 90 of our 105 classrooms using a common walkthrough form this Spring. From the results collected in our google form, we found that 48.7% of classrooms we visited included explicit SEL techniques during the 10-15 minutes time frame the administrator was observing. These SEL techniques included examples like students identifying their mood or feeling about a lesson on an interactive graph slide, breakout rooms with fun group intro slides with pictures, favorite musicians, and team names, always/sometimes/never group agreements, and appreciations and anonymous questions boxes. Given that our walkthroughs were only 10-15 minutes, this data suggests a much higher percentage of our teachers are generally using social emotional learning techniques in their virtual teaching practices. Moreover, 67% of classrooms visited demonstrated equitable participation strategies, 82.7% of classrooms visited demonstrated building on scholars' schema and connecting old learning to new learning, and 87.3% of classrooms demonstrated students using academic language. Some teams, like the 9th grade team, regularly reference and reflect on Hammond's ignite, chunk, chew, review culturally responsive lesson planning model. Of the 13 teachers who are new to Tech, 10 of them regularly attend Friday circle or sign up for coaching & mentoring support or a combination of both on a weekly basis. The TSA has also observed that a majority of the new teachers have implemented SEL focused activities and cognitive routines after lesson planning and observation debriefs.

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

While we will continue with this goal and our focuses on equity, SEL, and culturally responsive teaching in the 2021-2022 school year, we will also be shifting our focus to supporting students with the transition back to in person learning. We will focus on addressing unfinished learning, creating an atmosphere of authentic care/belonging, equitable assessment practices that incorporate student voice, and speaking skills/using academic language. Departments will be honing which CCSS they focus on as we transition into a block schedule and emphasize depth over breath.

<p>20-21 Conditions for English Language Learners Priority:</p>	<p>To increase ELL scholars development of English fluency.</p> <p>To increase ELL scholars classroom engagement and academic language development.</p> <p>To increase ELL scholars access to grade level core content subject matter.</p> <p>To increase culturally responsive pedagogy.</p>
<p>Theory of Change:</p>	<p>If Oakland Tech provides teachers with professional development, resources and materials to enhance differentiation, culturally responsive strategies and effective instructional practices, ELL, (including designated integrated ELD) scholars will increase English fluency and academic language development.</p>
<p>Related School Goal:</p>	<p>80% of ELL scholars will receive instruction in reading, speaking and writing to increase English fluency and improve reclassification rates for our ELLs and Ltels.</p> <p>80% of ELL scholars will actively participate and engage in core content subject lessons and activities and increase academic language.</p> <p>80% of ELL scholars will receive instructional support in all content subject areas.</p> <p>80% of teachers will receive professional development on culturally responsive pedagogy.</p>
<p>Briefly describe the overall implementation of 20-21 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.</p>	
<p>n/a</p>	
<p>What evidence do you see that your practices are effective?</p>	
<p>n/a</p>	
<p>Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.</p>	
<p>n/a</p>	
<p>DEPARTURE FROM PLANNED 20-21 SPSA BUDGET</p>	
<p>Please describe any significant differences between your 20-21 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2020-21. If you made changes, why?</p>	
<p>n/a</p>	

2021-22 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

School: Oakland Technical High School

School ID: 305

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority ("Big Rock"):

- To augment the level of academic proficiency by implementing comprehensive, researched based strategies to assist all scholars in leaning and maintaining essential skills.
- To increase academic growth in core content areas to ensure scholars have the necessary skills for college and/or career.
- To ensure teachers are implementing sound researched based practices to meet the college and career needs of all scholars.
- To incorporate team data systems so that staff can routinely review, analyze and interpret data to drive instructional practices.
- To increase the number and types of dual enrollment, concurrent enrollment and Work Based Learning opportunities.

School Theory of Change:

If Oakland Tech provides high leverage teacher coaching, quality professional development using a culturally relevant lens prioritizing literacy and math, teachers will be better able to support struggling scholars, thus all scholars will be prepared to enage in postsecondary college and/or careers.

Related Goal(s):

All students graduate college-, career-, and community-ready. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Use researched based strategies to create and implement effective lessons that increase rigor, augment 21st Century teaching and learning and embed the tenents of PBL.	Provide professional development using an equity lens, incorporates Culturally Reponsive Pedagogy and provide comprehensive resources and materials.	Scholars will demonstrate academic growth on common, site, district and state assessments Lesson Plans will display culturally responsive practices, equity, including differentiation, scaffolding and PBL. Data collected from Walk-Throughs	1) A-G completion rates of ELLs, AAs, and Latinx students continue to labor below 50% (Only 47.2% of AAs; Only 47.9% of Latinx; Only 15.2% of SpEds graduate A-G eligible 2) While 90.7% of our students are on track to graduate, the Math (19%) department and the ELA (15%) department continue to have the highest percentages/numbers of students that leads to students being off track overall.	Tier 1

1-2	Create common assessments, provide scholars with a variety of opportunities to demonstrate mastery of learning targets.	Provide opportunities for team collaboration to review CCSS, curriculum, identify essential skills and gaps in learning.	Walk-Through data, BBCs (posted learning targets, daily objectives, and standards) Team Agendas and Notes Common Assessments	1) A-G completion rates of ELLs, AAs, and Latinx students continue to labor below 50% (Only 47.2% of AAs; Only 47.9% of Latinx; Only 15.2% of SpEds graduate A-G eligible 2) While 90.7% of our students are on track to graduate, the Math (19%) department and the ELA (15%) department continue to have the highest percentages/numbers of students that leads to students being off track overall.	Tier 2
1-3	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	Provide professional development, opportunities for teacher leaders to model and demonstrate expected outcomes, provide comprehensive resources, materials and opportunities for team collaboration.	Classroom observations, data from Walk-Throughs, notes from team collaboration meetings, notes from team check in with assigned administrator.	1) A-G completion rates of ELLs, AAs, and Latinx students continue to labor below 50% (Only 47.2% of AAs; Only 47.9% of Latinx; Only 15.2% of SpEds graduate A-G eligible 2) While 90.7% of our students are on track to graduate, the Math (19%) department and the ELA (15%) department continue to have the highest percentages/numbers of students that leads to students being off track overall.	Tier 1

1-4	<p>Collaborate with the WBL/Pathway Coordinator and SSSs to identify scholars to participate in Dual and/or Concurrent Enrollment.</p> <p>Provide greater opportunities for WBL by incorporating district approved online resources such as World of Work (WOW) and Nepris and increase Internship opportunities.</p> <p>Expand 9th Grade Exploratory</p> <p>Create & Implement an effective Mentoring Program</p>	<p>Provide professional development, teacher support and coaching, comprehensive resources, materials and opportunities for team collaboration.</p> <p>Create Nepris accounts for teachers, identify lessons aligned with Pathways and utilize Advisory Boards to support internships.</p> <p>Include Career Awareness, Exploratory and Exploration.</p> <p>Meet, train and implement new Mentoring Program with Advisory Board Members and other Community & Industry Partners.</p>	<p>AERIES data, WBL data from the district dash board, SSS data trackers</p> <p>9th grade Exploartory tracker, Nepris data, WBL (Internship) data from the district's data dash board</p> <p>9th grade Exploratory tracker, rubrics, Nepris data</p> <p>Mid-year and End of year feedback from mentors, observations, meeting agendas and notes</p>	<p>1. Excessive number of scholars reading below grade level. 2. Excessive number of scholars performing below grade level in math. 3. Limited opportunities for internships due to Covid-19.</p>	Tier 2
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Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

<p>School Priority ("Big Rock"):</p>	<p>To create and implement a comprehensive Literacy and Math program aligned to the CCSS with a focus on intervention, support services, high quality materials and resources and enrichment.</p> <p>To increase the types of interventions and tutoring support for at risk scholars with an emphasis on social emotional support, mentoring, scaffolding and data collection.</p> <p>To incorporate team data systems so that staff can routinely review, analyze and interpret math data to drive instructional practices.</p>
<p>School Theory of Change:</p>	<p>If Oakland Tech provides effective professional development, intervention resources (via intervention teachers and intervention courses), enhance differentiation, culturally responsive strategies, effective instructional practices and materials to support teaching and learning, at risk African American, Latino and ELL scholars will increase academic growth and decrease gaps in achievement.</p>

Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.
Students to be served by these actions:	<i>All Students (At risk scholars)</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Algebra, Geometry, and Algebra 2 course teams will meet weekly in PLCs and hold biweekly PLCs at minimum.	Algebra 1, Algebra 2, and Geometry teams will have shared course prep periods on the MS so they can meet to collaborate			Tier 1
2-2	Teacher in Department will attend this PD and will return to share/teach other teachers about the practices/theories learned.	Funding for AntiRacism PD in Mathematics			Tier 1
2-3	Teachers will collaborate and share lesson plans that are designed with Culturally Relevant Teaching Practices in mind	Culturally Responsive Teaching Practices PD/Implementation			Tier 1
2-4	Teachers meet in Departments/Course Teams to discuss Grade data and create ways to mitigate the grades of students with Ds or lower.	Grading Practices PD/Review during Department Meetings			Tier 2

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

School Priority ("Big Rock"):	To maintain a school environment that is safe, supportive and engaging for all scholars through a COST model that ensures all students receive the needed student supports.
	To increase student voice in the instructional process through use of culturally responsive teaching pedagogy. Increasing leadership and college and career opportunities for scholars.
	To increase opportunities for family engagement for all parent subgroups.

School Theory of Change:	If Oakland Tech increases community school partnerships, all scholars, family and staff will feel welcomed, supported and safe in an enriched climate and culture.
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Related Goal(s):	All students build relationships to feel connected and engaged in learning.
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Students to be served by these actions:	<i>All Students</i>
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#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement MTSS site strategies to support scholars with SEL and academic growth.	Assess staff knowledge of MTSS, provide MTSS Professional Development, assist in the design and implementation of school wide MTSS plan.	Climate & Culture Data Observations PD Agenda, surveys and notes		Tier 1
3-2	Identify and Implement SEL strategies across Pathways and Departments.	Provide SEL Professional Development, Identify & Implement Team/Department Weekly SEL strategies, Identify/Utilize SEL resources and materials, implement the SEL core competencies across content areas	Observations, agendas, surveys, meeting notes, purchase orders		Tier 1

3-3	Collaborate with SSSs, RJ Coordinator and Community Schools Coordinator to identify scholars in need of SEL support and to augment culturally responsive practices.	Increase CRP Professional Development, extend opportunities for collaboration with support staff, identify and implement resources and materials.	Professional Development agendas, notes and surveys Resource Lists Observations SSS Data Trackers		Tier 2
3-4	Collaborate with Parent Liaison to provide family support, family workshops, increase family engagement and community events.	Participate in family engagement events and activities. Increase the number of community events.	Family Sign-Up and Sign-In documents Website Traffic Facebook and Instagram Feedback/Comments School Messenger Reports Workshop Agendas		Tier 1

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

School Priority ("Big Rock"):	To provide scholars with highly qualified instructors across all content areas.
	To provide staff with data driven professional development to increase academic achievement and to provide scholars with sound, 21st Century researched based lessons that will ensure they are college and/or career ready.
	To recruit, develop and retain highly qualified staff to implement district and site goals.
School Theory of Change:	If Oakland Tech provides staff with effective professional development and necessary strategies and systems for growth, all scholars, families and staff will benefit from optimal community services.
Related Goal(s):	All teachers will be fully trained on the COST referral process, and 100% of students referred to COST will be provided optimal Tier 2 and Tier 3 supports.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will collaborate and share lesson plans that are designed with Culturally Relevant Teaching Practices in mind	Culturally Responsive Teaching Practices PD/Implementation	Surveys, Meeting Agendas & Slideshows		
4-2	Teachers will participate in department and whole staff PD around culturally responsive teaching, equity, SEL, equitable assessment practices that incorporate student voice, and supporting students' academic language/speaking skills.	Whole Staff PD and ILT PD creation around culturally responsive teaching, equity, SEL, equitable assessment practices that incorporate student voice, and supporting students' academic language/speaking skills.	Surveys, Meeting Agendas & Slideshows		
4-3	New teachers will participate in support structures in years 1 and 2.	New Teacher Coach will support with onboarding and smooth transition of all new teacher hires by providing a list of summer PD opportunities, offering 1 on 1 meetings, and co-planning retreats for teacher teams.	completion of site based onboarding checklist, participation in orientation, meeting agendas from 1:1 meetings, survey of teacher needs' assessment		

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority ("Big Rock"):	To increase ELL scholars development of English fluency.
	To increase ELL scholars classroom engagement and academic language development.
	To increase ELL scholars access to grade level core content subject matter.
	To increase culturally responsive pedagogy.
School Theory of Change:	If Oakland Tech provides teachers with professional development, resources and materials to enhance differentiation, culturally responsive strategies and effective instructional practices, ELL, (including designated integrated ELD) scholars will increase English fluency and academic language development.

Related Goal(s):		English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Content area teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency and academic language development.	Provide ELD strategies and academic language supports to all content area teachers through professional development. Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity-focused observation tools.	Master schedule that includes embedded and sheltered ELD instruction; ILT, PLC, and PD agendas that prioritize and model academic language supports; growth in student achievement and engagement data (especially for EL subgroups), etc.		Tier 1

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

Conference Expense	\$5,000	General Purpose Discretionary	5220	Conference Expense	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Provide professional development, opportunities for teacher leaders to model and demonstrate expected outcomes, provide comprehensive resources, materials and opportunities for team collaboration.	305-10
Copier agreement	\$32,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	305-11
Consultants	\$2,000	General Purpose Discretionary	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	305-
External Work Order Services	\$27,639	General Purpose Discretionary	5826	External Work Order Services	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	305-
Postage	\$2,000	General Purpose Discretionary	5910	Postage	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	General support for instructional program	305-
Teacher, Structured English Immersion	\$79,402	LCFF Supplemental	1105	Certificated Teachers' Salaries	1274	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers meet in Dpartments/Course TEams to doiscuss Grade data and create of ways to mitigate the grades of students with Ds or lower.	305-15
Teacher, Structured English Immersion	\$64,496	LCFF Supplemental	1105	Certificated Teachers' Salaries	3927	Teacher, Structured English Immersion	0.80	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers meet in Dpartments/Course TEams to doiscuss Grade data and create of ways to mitigate the grades of students with Ds or lower.	305-16
Teacher, Structured English Immersion	\$70,196	LCFF Supplemental	1105	Certificated Teachers' Salaries	4245	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers meet in Dpartments/Course TEams to doiscuss Grade data and create of ways to mitigate the grades of students with Ds or lower.	305-17
Teacher, Structured English Immersion	\$78,397	LCFF Supplemental	1105	Certificated Teachers' Salaries	4263	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers meet in Dpartments/Course TEams to doiscuss Grade data and create of ways to mitigate the grades of students with Ds or lower.	305-18

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

Teacher, Structured English Immersion	\$75,875	LCFF Supplemental	1105	Certificated Teachers' Salaries	7458	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers meet in Dpeartments/Course TEams to doiscuss Grade data and create of ways to mitigate the grades of students with Ds or lower.	305-19
11-Month Classroom TSA	\$137,513	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7377	11-Month Classroom TSA	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide professional development using an equity lens, incorporates Culturally Reponsive Pedagogy and provide comprehensive resources and materials.	305-20
Counselor	\$26,325	LCFF Supplemental	1205	Certificated Pupil Support Salaries	1994	Counselor	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Implement MTSS site strategies to support scholars with SEL and academic growth.	305-21
Supplemental Books	\$5,598	LCFF Supplemental	4200	Books other than Textbooks	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide ELD strategies and academic language supports to all content area teachers through professional development. Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity-focused observation tools.	
Teacher, Structured English Immersion	\$118,369	Measure N	1105	Certificated Teachers' Salaries	1482	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers meet in Dpeartments/Course TEams to doiscuss Grade data and create of ways to mitigate the grades of students with Ds or lower.	305-23
Teacher, Structured English Immersion	\$96,868	Measure N	1105	Certificated Teachers' Salaries	2527	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate and share lesson plans that are designed with Culturally Relevant Teaching Practices in mind	305-24
Teacher, Structured English Immersion	\$26,912	Measure N	1105	Certificated Teachers' Salaries	3569	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate and share lesson plans that are designed with Culturally Relevant Teaching Practices in mind	305-25
Teacher, Structured English Immersion	\$94,695	Measure N	1105	Certificated Teachers' Salaries	4185	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate and share lesson plans that are designed with Culturally Relevant Teaching Practices in mind	305-26
Teacher, Structured English Immersion	\$63,480	Measure N	1105	Certificated Teachers' Salaries	6194	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	Teachers will collaborate and share lesson plans that are designed with Culturally Relevant Teaching Practices in mind	305-27

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

Counselor	\$113,741	Measure N	1205	Certificated Pupil Support Salaries	3264	Counselor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Identify and Implement SEL strategies across Pathways and Departments.	305-28
Counselor	\$102,797	Measure N	1205	Certificated Pupil Support Salaries	4824	Counselor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Identify and Implement SEL strategies across Pathways and Departments.	305-29
Assistant Principal, High School	\$124,959	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	0132	Assistant Principal, High School	1.00	Goal 1: All students graduate college, career, and community ready.	Collaborate with the WBL/Pathway Coordinator and SSSs to identify scholars to participate in Dual and/or Concurrent Enrollment. Provide greater opportunities for WBL by incorporating district approved online resources such as World of Work (WOW) and Nepris and increase Internship opportunities. Expand 9th Grade Exploratory Create & Implement an effective Mentoring Program	305-30
Site Liaison, Work-Based Learning	\$123,105	Measure N	2205	Classified Support Salaries	3018	Site Liaison, Work-Based Learning	1.00	Goal 1: All students graduate college, career, and community ready.	Collaborate with the WBL/Pathway Coordinator and SSSs to identify scholars to participate in Dual and/or Concurrent Enrollment. Provide greater opportunities for WBL by incorporating district approved online resources such as World of Work (WOW) and Nepris and increase Internship opportunities. Expand 9th Grade Exploratory Create & Implement an effective Mentoring Program	305-31

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

Specialist, College/Career Readiness	\$109,214	Measure N	2205	Classified Support Salaries	6452	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	Provide professional development, teacher support and coaching, comprehensive resources, materials and opportunities for team collaboration. Create Nepris accounts for teachers, identify lessons aligned with Pathways and utilize Advisory Boards to support internships. Include Career Awareness, Exploratory and Exploration. Meet, train and implement new Mentoring Program with Advisory Board Members and other Community & Industry Partners.	305-32
Coach College/Career Pathways	\$78,635	Measure N	2305	Classified Supervisors' and Administrators' Salaries	1292	Coach College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	Collaborate with the WBL/Pathway Coordinator and SSSs to identify scholars to participate in Dual and/or Concurrent Enrollment. Provide greater opportunities for WBL by incorporating district approved online resources such as World of Work (WOW) and Nepris and increase Internship opportunities. Expand 9th Grade Exploratory Create & Implement an effective Mentoring Program	305-33
Teacher, Structured English Immersion	\$20,372	Title I: Basic	1105	Certificated Teachers' Salaries	0002	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Content area teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency and academic language development.	305-34
Teacher Department Head	\$21,374	Title I: Basic	1105	Certificated Teachers' Salaries	0353	Teacher Department Head	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Teachers will participate in department and whole staff PD around culturally responsive teaching, equity, SEL, equitable assessment practices that incorporate student voice, and supporting students' academic language/speaking skills.	305-35
Teacher, Structured English Immersion	\$121,037	Title I: Basic	1105	Certificated Teachers' Salaries	1428	Teacher, Structured English Immersion	1.00	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Content area teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency and academic language development.	305-36

PROPOSED 2021-22 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

Teacher, Structured English Immersion	\$16,726	Title I: Basic	1105	Certificated Teachers' Salaries	4200	Teacher, Structured English Immersion	0.20	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Content area teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency and academic language development.	305-37
To be allocated in Fall 2021.	\$9,620	Title I: Parent Participation	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	305-38
Restorative Justice Facilitator	\$28,891	Other Donations	2205	Classified Support Salaries	8216	Restorative Justice Facilitator	0.25	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Collaborate with SSSs, RJ Coordinator and Community Schools Coordinator to identify scholars in need of SEL support and to augment culturally responsive practices.	305-39



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Title I, Part A School Parent and Family Engagement Policy

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

Oakland Technical High School

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

OUSD Family Engagement Standard 1: Parent/Caregiver Education Program

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

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

- High School Course Descriptions
- High School Course Syllabi
- Back to School Night
- Tech Parent University Seminars with Parent Liaison
- Parent-Student-Teacher Conferences

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

- 9th Grade Parent-Student-Teacher Events
- Pathway Parent-Student-Teacher-Partner Events

OUSD Family Engagement Standard 2: Communication with Parents and Caregivers

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

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

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.
- 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 and digital media
- School Bulletin
- [OUSD Student and Family Handbook](#)
- Oakland Technical High School Parent and Family Handbook

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

- Posting in the school offices, classrooms, library, and Family Resource Center
- School website
- Bullhorn (School Newsletter)
- PTSA (Parent Teacher Student Association) IO email group

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

- School website
- High School Course Descriptions
- Aeries Parent Portal (online)
- Bullhorn (School Newsletter)

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

- Bullhorn (School Newsletter)
- PTSA (Parent Teacher Student Association) IO email group
- Talking Points text messaging and interpretation system
- Email from Administration, Teachers, and Staff

OUSD Family Engagement Standard 3: Parent Volunteering Program

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

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

- Parent Booster groups
- PTSA Volunteer Program
- After School Program
- Performing Arts Committee
- Special Education Committee
- Individual arrangement with teachers and administrators

OUSD Family Engagement Standard 4: Learning at Home

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

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

- Tech Parent University seminars
- College Mentoring Committee
- High School Course Syllabi
- Aeries Parent Portal

OUSD Family Engagement Standard 5: Shared Power and Decision Making

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

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

- Professional Development training
- PTSA meetings and seminars
- 9th Grade Board meetings

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

- Teacher Conference Periods

- Student Success Team meetings
- Parent-Teacher conferences

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

- Collaborative School Site Council meetings, open to all parents and families

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

- Parent Booster groups
- PTSA Volunteer Program
- After School Program
- Performing Arts Committee
- Special Education Committee
- Individual arrangement with teachers, administrators, and staff

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

- Teacher conference periods
- Parent Liaison
- Tech Parent University seminars

OUSD Family Engagement Standard 6: Community Collaboration and Resources

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

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

- Tech Parent University seminars
- Parent Liaison
- College Mentoring Committee
- College and Career Resource Center
- Pathway parent events

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the plan (SPSA) to the OUSD Strategic Resource Planning Office.

Adoption

This policy was adopted by Oakland Technical High School on September 22, 2020, and will be in effect for the period August 10, 2020, through May 28, 2021.

The school will distribute this policy to all parents on or before September 30, of the current school year.

Richard Fairly
Name of Principal

Signature of Principal

9/22/2020

Date

Please attach the School-Parent Compact to this document.



School-Parent Compact

Oakland Technical High School

2020-21

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

This School-Parent Compact is in effect for the 2020-21 school year.

School Responsibilities

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

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
 - through the use of state-approved and board-adopted curriculum and instruction that is consistent with the Oakland Effective Teaching Framework
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
 - through Back to School Night and teacher-scheduled conferences
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
 - through the online Aeries Parent Portal, emails from teachers to parents, and the Tech Parent University
- 4) Provide parents reasonable access to staff.**
 - through the online Aeries Parent Portal which provides teacher email addresses and teacher-parent conferences
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
 - through arrangement with the teacher and/or school administration

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**
- through the Tech Parent University and Student Success Team meetings
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**
- through professional development training provided to staff members, parent booster groups, and the Parent Teacher Student Association
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**
- through the use of the Talking Points messaging system which includes translation into home languages, robocalls, and email

Teacher Responsibilities

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.

Parent Responsibilities

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

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

Student Responsibilities

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.

This Compact was adopted by Oakland Technical High School on September 22, 2020,, and will be in effect for the period of August 10, 2020 to May 28, 2021.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before September 22, 2020..

Signature of Principal

Date

School Site Council Membership Roster – High School

School Name: Oakland Technical High School

School Year

2020-2021

Chairperson: Benjamin Salop	Vice Chairperson: Lanaya Wilson
Secretary: Vacant	*LCAP Parent Nominee: Vacant
*LCAP EL Parent Nominee: Vacant	*LCAP Student Nominee: Vacant

Place “X” in appropriate members column

Member’s Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Fairly, Richard	X				
Bachicha, Errico		X			
Dallas, Ena		X			
Kelly, Scarlett		X			
Moreno-Hernandez, Emily		X			
Raser, Stephen		X			
Carter-Kelly, Debra			X		
Clachar, Janet			X		
Ma, Julia				X	
Muhammad, Rahman				X	
Portillo, Jesus				X	
Wilson, Lanaya				X	
Vacant - Student 1					X
Vacant - Student 2					X
Vacant - Student 3					X
Salop, Benjamin					X
Alternates:					

Meeting Schedule: 4th Tuesday of the month, 4:30-6:00pm

SSC Legal Requirements: (Ed. Code 52852)

1. Members **MUST** be 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 parent/community members;
4. Majority of school staff 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.

(Once filled, this document can be placed on your school site’s letterhead.)

1 - Principal
5 - Classroom Teachers
2 - Other School Staff
4 - Parents (incl. 1 Community)
4 - Students

Please submit nominees’ contact information to raquel.jimenez@ousd.k12.ca.us for participation in district elections.

*Oakland Technical High School by-laws provide for the following membership of the Collaborative School Site Council (existing schoolwide advisory group authorized pursuant to Ed. Code sec. 52852: “Existing schoolwide advisory groups or school support groups may be utilized as the school site council if those groups conform to this section.”):
 1 principal, 5 classroom teachers, 2 other staff, 4 parent/community, 4 students