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

Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Oakland Technical High School

Ask of the Board Approval by the Board of Education of the 2023-2024 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, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Oakland Technical High School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Oakland Technical High School
CDS Code: 1612590136051
Principal: Martel Price
Date of this revision: 6/2/2023

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:

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|--|--|
| Contact: Martel Price | Position: Principal |
| Address: 4351 Broadway Oakland, CA 94611 | Telephone: 510-450-5400 Email: martel.price@ousd.org |

The School Site Council recommended this revision of the SPSA for Board approval on: 6/2/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 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 checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input checked="" type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <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 |
| <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:




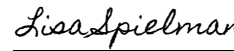
1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes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

Date(s) plan was approved: 6/2/2023

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

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

Signatures:

| | | |
|---|---|--|
| Martel Price <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | <hr style="border: 0; border-top: 1px solid black;"/> 6/2/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Kim Davis <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | <hr style="border: 0; border-top: 1px solid black;"/> 6/5/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Vanessa Sifuentes <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | <hr style="border: 0; border-top: 1px solid black;"/> 6/5/23 <hr style="border: 0; border-top: 1px solid black;"/> Date |
| Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i> |  <hr style="border: 0; border-top: 1px solid black;"/> Signature | <hr style="border: 0; border-top: 1px solid black;"/> 6/2/2023 <hr style="border: 0; border-top: 1px solid black;"/> Date |

2023-24 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 2023-24 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

| Date | Stakeholder Group | Engagement Description |
|------------|-----------------------------------|---|
| 12/12/2022 | Admin Staff, Pathway Coach, TSA's | Collaborate on needs analysis; gather data |
| 12/13/2022 | Faculty Council | Presented and Discussed SPSA |
| 1/10/2023 | Faculty Council | Faciliated listening campaign to gather data and feedback around SPSA |
| 12/13/2022 | School Site Council | Presented and Discussed SPSA |
| 1/10/2023 | School Site Council | Continued discussion of SPSA/Title One Expenditures |
| 1/23/2023 | Admin Staff, Pathway Coach, TSA's | Collaborated around all parts of the SPSA Parts 1-4 |
| 1/30/2023 | Admin Staff, Pathway Coach, TSA's | Collaborated around all parts of the SPSA Parts 1-4 |
| 2/14/2023 | School Site Council | |
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ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

Early Childhood Education Program

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

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded in part through one-time COVID relief funds to enable OUSD 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. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 BUDGET SUMMARY

Budget Summary

| Description | Amount |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$386,540.00 |
| 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 | \$2,901,000.00 |

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) | \$376,500 | TBD | Local Control Funding Formula Base Grant (General Purpose Discretionary #0000) | \$183,300 | TBD |
| Title I, Part A: Parent Engagement Activities (Title I #3010) | \$10,040 | TBD | Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002) | \$805,410 | TBD |
| 21st Century Community Learning Centers (Title IV #4124) | \$0 | TBD | After School Education and Safety Program (ASES #6010) | \$0 | TBD |
| Title IV: Student Support & Academic Enrichment (Title IV #4127) | \$0 | TBD | Early Literacy Support Block Grant (ELSBG #7812) | \$0 | TBD |
| Comprehensive Support and Improvement (CSI #3182) | \$0 | TBD | Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332) | \$0 | TBD |
| | | | Measure N: College & Career Readiness For All (Measure N #9333) | \$1,525,750 | TBD |
| SUBTOTAL OF FEDERAL FUNDING: | \$386,540 | \$0 | SUBTOTAL OF STATE & LOCAL FUNDING: | \$2,514,460 | \$0 |

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|--|--------------------|
| TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING: | \$2,901,000 |
| TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING: | TBD |

2023-24 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.

School Demographics, 2021-22

| % Male | % Female | % English Learners | % Newcomers | % Unhoused | % Foster Youth | % Socioeconomically Disadvantaged | % Students with Disabilities |
|---------------------------|-------------------|--------------------|-------------|------------|--------------------|-----------------------------------|------------------------------|
| 52.2% | 47.6% | 6.5% | 1.6% | 1.7% | 0.2% | 55.2% | 13.4% |
| % Black/ African-American | % White/Caucasian | % Hispanic/Latino | % Asian | % Filipino | % Pacific Islander | % American Indian/ Alaskan Native | % Multiracial |
| 26.5% | 22.8% | 20.4% | 15.7% | 1.1% | 0.2% | 0.2% | 9.7% |

1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & Community Readiness: Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.

English Language Arts Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -3.6 | n/a | 26.0 | <i>not available until Fall 2023</i> | -3.0 |
| Reading Inventory (RI) Growth of One Year or More (Grades 6-12) | All Students | n/a | 6.2% | 0.1% | <i>not available until Fall 2023</i> | 10.0% |

Mathematics/Science Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | All Students | -65.8 | n/a | -64.7 | <i>not available until Fall 2023</i> | -60.0 |
| CAST (Science) at or above Standard | All Students | 17.8% | n/a | 23.0% | <i>not available until Fall 2023</i> | 20.0% |

Graduation Measures & Annual Targets

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|----------------------------------|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| Four-Year Cohort Graduation Rate | All Students | 90.8% | 92.0% | 94.1% | <i>not available until Fall 2023</i> | 92% |
| On Track to Graduate: 9th Grade | All Students | 85.4% | 80.9% | 87.3% | <i>not available until Fall 2023</i> | 82% |
| On Track to Graduate: 11th Grade | All Students | 66.1% | 74.5% | 70.5% | <i>not available until Fall 2023</i> | 75% |

| | | | | | | |
|--|--------------|-------|-------|-------|--------------------------------------|-----|
| A-G Completion | All Students | 75.0% | 72.7% | 78.4% | <i>not available until Fall 2023</i> | 73% |
| College/Career Readiness <i>*2018-19 baseline</i> | All Students | 63.1% | n/a | n/a | <i>not available until Fall 2023</i> | 65% |

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

School Goal for Targeted Supports for Focal Student Groups: Create and implement a schoolwide MTSS plan that will address the academic, behavioral and social emotional needs of all Oakland Tech students.

Academic Measures & Annual Targets for Focal Student Groups

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -99.3 | n/a | -114.4 | <i>not available until Fall 2023</i> | -92.0 |
| SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i> | African American Students | -45 | n/a | -50.9 | <i>not available until Fall 2023</i> | -30.0 |
| Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12) | All Students | n/a | 11.1% | 10.9% | <i>not available until Fall 2023</i> | 6.0% |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | Special Education Students | -159 | n/a | -180.1 | <i>not available until Fall 2023</i> | -150.0 |
| SBAC Math Distance from Standard Met <i>*2018-19 baseline</i> | African American Students | -120 | n/a | -147.2 | <i>not available until Fall 2023</i> | -90.0 |

Reclassification Measures & Annual Targets

**Complete [Part 1 of ELD Reflection](#)*

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|----------------------|----------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| ELL Reclassification | English Learners | 4.0% | 2.7% | 0.0% | <i>not available until Fall 2023</i> | 5.0% |

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|-----------------------|----------------------------|------|------|------|--------------------------------------|------|
| LTEL Reclassification | Long-Term English Learners | 3.3% | 2.7% | 0.0% | <i>not available until Fall 2023</i> | 4.0% |
|-----------------------|----------------------------|------|------|------|--------------------------------------|------|

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

School Goal for Student & Family Engagement: Develop and implement plans and policies and provide training on SEL and MTSS, clearly outlining roles, responsibilities and expectations to promote and support a safe, positive, culture of belonging for all stakeholders, while address wellness challenges by promoting the five core SEL competencies with stakeholder buy-in.

| Measure | Target Student Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|---------------------------------|----------------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| Student Connectedness to School | All Students | 51.8% | 60.2% | 0.0% | <i>not available until Fall 2023</i> | 70.0% |
| Out-of-School Suspensions | All Students | 2.5% | n/a | 4.7% | <i>not available until Fall 2023</i> | 2.1% |
| Out-of-School Suspensions | African American Students | 7.1% | n/a | 4.7% | <i>not available until Fall 2023</i> | 4.0% |
| Out-of-School Suspensions | Special Education Students | 6.7% | n/a | 4.7% | <i>not available until Fall 2023</i> | 4.0% |
| Chronic Absenteeism | All Students | 11.2% | 7.1% | 28.6% | <i>not available until Fall 2023</i> | 6.5% |
| Chronic Absenteeism | African American Students | 19.1% | 12.2% | 42.2% | <i>not available until Fall 2023</i> | 6.5% |

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

School Goal for High-Quality Staff: Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement.

| Measure | Target Staff Group | 2019-20 Baseline | 2020-21 Outcome | 2021-22 Outcome | 2022-23 Outcome | 2023-24 Target |
|--|--------------------|------------------|-----------------|-----------------|--------------------------------------|----------------|
| One-Year School Teacher Retention Rate | All Teachers | 88.2% | 84.4% | 84.0% | <i>not available until Fall 2023</i> | 86.0% |

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

| Focus Area: | Priority Strengths | Root Causes of Strengths |
|---|---|--|
| <i>LCAP Goal 1: College, Career & Community Readiness</i> | On-track graduation, cohort and A-G completion rates continue to rise and are relatively high. | -- Understanding the need to have a personal transition plan and a career plan. Pathway structures and teaming; PD Work with teachers around Culturally Responsive Teaching as well as discussions around Standard Based Grading and equity. |
| <i>LCAP Goal 2: Focal Student Group Supports</i> | 48.5% of our Latino populations performed at or above grade level on the SRI; 32% of our African American students performed at or above grade level. | -Strategies to support student engagement and literacy. Promotion of Culturally Relevant PDs and strategies that encourage communication and academic language. |
| <i>LCAP Goal 3: Student & Family Engagement</i> | Out of school suspensions reduced in comparison to pre-pandemic levels | COST Structures and supports for Tier 2 and 3 students; Use of Restorative Practices to address issues; Use of outside resources (Mental Health practitioners, Violence Interrupters, outside RJ resources) |
| <i>LCAP Goal 4: Staff Supports</i> | 84% retention rate; - 9th grade alignment across subject matters (ELA,ES, Biology, Alg.); Grade Mark Analysis Reports/Department work to align to support black and brown students--leading to possible Standards based grading alignment/practices | Master Schedule alignment; Adult teaming; Teacher retention; Continued discussion around Culturally Responsive Teaching; |
| Focus Area: | Priority Challenges | Root Causes of Challenges |
| <i>LCAP Goal 1: College, Career & Community Readiness</i> | - Inability to fully service all of our students in grades 9-10; Struggling to serve all black and brown students | - Lack of staffing; Large school with varied programming; |

| | | |
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| <i>LCAP Goal 2: Focal Student Group Supports</i> | Students from focal groups are still below state averages in terms of achievement on the SBAC Math and ELA subject matters. Title I funds will be used to support Consultant Contract for Social-Emotional Learning/Scholar Engagement and 5 Teacher (2.35 FTE) to improve focal student group outcomes. | Student apathy with testing; Mixed messages, Chronic absenteeism |
| <i>LCAP Goal 3: Student & Family Engagement</i> | Suspensions and Chronic Absenteeism among focal groups of students remains high. Title I Parent (classified OT - translation services & parent liaison contract) funds will be utilized to positively impact parent and family engagement. | Lack of academic engagement related to a lack of skill or feeling of cultural relevance; Distance from school; Open Campus; Covid spikes and fatigue. |
| <i>LCAP Goal 4: Staff Supports</i> | Solid evidence; More time for teams to collaborate and reflect on their practices; Lack of time for walkthroughs; disconnect in adult understanding around adult learning, policies and instructional practices | Schedule challenges; ILT needs training around their responsibilities and facilitation; Revisit common standards (OETF/IPG); a number of new teachers are emergency credentialed and have gaps in knowledge around teaching & learning |

1D: IDENTIFIED NEED

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

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

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Oakland Technical High School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

Professional development has been provided for teachers to further develop culturally responsive teaching methods and increase rigor. Through course-alike collaboration, teachers have continued to develop common assessments and increase horizontal alignment of courses. Existing project-based learning methods have been implemented, but further professional development in this area will need to be done in 2022-2023. The 9th Grade Exploratory for pathway orientation has been further developed, and the curriculum will be implemented more fully in 2022-2023. Anti-racist math teaching methods have been studied and developed in the Math Department. Multi-Tiered Supports have been provided through Student Support Specialists, the COST team, the Restorative Justice Facilitator, and the Parent Liaison, and additional Tier I supports need to be further developed in 2022-2023. English Language Development strategies are being applied by general education teachers, and further professional development in ELD strategies will be provided in 2022-2023.

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

During the full self-study for the WASC accreditation, we saw evidence of culturally responsive teaching methods in a number of classes. There is evidence of common assessments being used in Algebra 1, English 1, Ethnic Studies, and other classes. Pathway CTE courses, science, Social Studies and other classes are using project-based learning units. There is evidence that the Multi-Tiered System of Supports is effective in areas of social-emotional need, and is growing in areas of academic need. ELD strategies are somewhat effective and are growing.

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

As these strategies and actions were implemented during years when the disruptions due to COVID were occurring, we will continue the strategies without changes in order to fully realize their impact.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

| Title I Expenditure | Target Addressed by Expenditure | Actions/Activities <i>(e.g., what does this person or program do?)</i> | What is working/not working? Why? <i>(Qualitative/quantitative data is required. Describe growth/change using data/metrics.)</i> | Based on this evaluation, what will you change, continue, or discontinue? Why? |
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| <p>11-Month Teacher on Special Assignment (TSA)</p> | <p>College/Career Readiness</p> | <p>Teaches two AVID elective college & career prep classes (60 juniors); Supports the College & Career Center (meeting w/ students & parents, coordinating with college reps and outside partners, collaborating w/ colleagues on reviewing data, strategizing and planning events and initiatives); Manages school communication platforms to convey key information, share opportunities on and off campus and help build school community (The Bullhorn e-newsletter, the Bulldog Daily Announcement slide deck & the @othsconnections Instagram page); Serves as a liaison between Staff and the PTSA (on the PTSA Board) and as a Staff social support</p> | <p>Based on principal observation this is what is working: 1) 60 students enrolled in AVID 2) in a recent survey, 87% of current students said they would recommend or highly recommend AVID to next year's juniors, 11% said they might or it would depend on what the student wanted/needed and 2% said they wouldn't recommend it 3) in the same survey, students expressed how much it is helping them understand and be better prepared for the college process & their futures 4) robust communication channels between students, parents and staff 5) much needed support provided in the CCC with senior class of nearly 500 students Challenges: 1) for the second year in a row, there was no College & Career Readiness Specialist for a significant part of the fall so very overextended 2) new to AVID curriculum so still learning and making adjustments 1st</p> | <p>Paid for a three year cycle initially. More information about cohorting</p> |
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| <p>Consultant Contract: Parent Liaison</p> | <p>A-G Completion</p> | <p>Coordinates and operates Parent Workshops through Tech Parent University; Student and Parent Coaching; Coordinates Student Success Team meetings; High Conflict Coaching for families; Sits on COST Team; Attendance and Culture and Climate Teams</p> | <p>Based on principal observation this is what is working: Invaluable resource in parent outreach; Has a wealth of experience and knowledge leading SSTs and working with youth/families; Number of attendees for workshops; # of SSTs; A list of parents coordinated with if via text or phone call email; D/F rate data decline over the years. Not Working: Part time position so limits the amount of parent contacts.</p> | <p>Continue: We would love to continue this position. Change: Current Parent Liason is a 0.6 position. Actions that we are seeking to change is to elevate this position to a 1.0 or find a second individual to complement the work and serve as a 0.4 position so we add to the support available to do this work.</p> |
| <p>Consultant Contract: Scholar Engagement</p> | <p>A-G Completion</p> | <p>Extension of SST meetings; 1:1s with students; and additional 1:1 parent workshops and presentations to PTSA</p> | <p>Based on principal observation is activity has become an invaluable resource as APs are stretched; Has a wealth of experience and knowledge leading SSTs and working with youth/families; Number of attendees for workshops; # of SSTs; A list of parents coordinated with if via text or phone call email;</p> | <p>Continue: Ms. Carter-Kelly has a great degree of respect among the staff, parents and the students. Her workshops are well attended whenever she presents or brings in a guest speaker</p> |
| <p>Department Head Teacher</p> | <p>ELL Reclassification</p> | <p>Teacher is the ELL Teacher supporting Newcomers and students needing to reclassify</p> | <p>Use of district required textbooks, Newcomer students automatically scheduled by level, students receive designated ELD support daily; Purchased ELD books for her prior to pandemic (she has the books); Based on principal observation this is not working. Per the principl the cost of the expenditure doesn't match the numbers of students served as the Oakland Tech Newcomer population is low.</p> | <p>Integrated ELD in Eng 1-4 classes is lacking. ALLAS training will be provided to humanities teachers in the Spring, ELD class does not traditionally fill and the teacher may need to support with ELPAC and ELL Ambassador position. I wonder if this position requires a 1.0 FTE</p> |

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| Postage | Chronic Absenteeism | This is for the mailing of attendance verification letters to students who are close to, near or over the levels of what qualifies for chronic absenteeism. | Based on principal observation this is what is working: Supports parent communication regarding attendance. Allows for proper coding of attendance codes to reflect student's attendance situations. Not working: Frequency. We were able to only make one round of mailing regarding absence verification letters. | Continue: We would love to continue this service. Change: The goal for next year is increase the frequency of attendance verification letters that are going out to update and engage parents around student attendance. |
| Teacher | On Track to Graduate: 9th Grade | Johanna Langil | Based on principal observation this is what is working: Smaller class sizes allow teacher to focus on targeted math skills with all students whether that be through whole, small group or individual 1:1 instructional support. 115 students total this year. 2 Ds and 1 F given to students during semester 1 of the 22-23 year. | Continue: Algebra 1 classes will probably grow in size next year as OUSD did not offer a Math Compression course to students in grade 8 this year. |
| Teacher | On Track to Graduate: 9th Grade | Alyse Schnieder | Based on principal observation this is what is working: Smaller class sizes allow teacher to focus on targeted math skills with all students whether that be through whole, small group or individual 1:1 instructional support. 115 students total this year. 6 Ds and 4 Fs given to students during semester 1 of the 22-23 year. | Continue: Algebra 1 classes will probably grow in size next year as OUSD did not offer a Math Compression course to students in grade 8 this year. |

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| Teacher | On Track to Graduate: 9th Grade | Andrew Walker | Based on principal observation this is what is working:Smaller class sizes allow teacher to focus on targeted math skills with all students whther that be through whole , small group or individual 1:1 instructional support.118 students total this year. 11 Ds and 9 F given to students during semester 1 of the 22-23 year. | Continue: Algebra 1 classes will probably grow in size next year as OUSD did not offer a Math Compression course to students in grade 8 this year. |
| Translation Services | Student Connectedness to School | Marisol Boytes and Griselda Jimenez | Provided translation services for approximately 20 IEP's, 20 504's and weekly parent communication with phones calls and voicemails. Based on principal observation we have determined that this is a growth area is to create fixed times and dates dedicated to provide space for translation support, to maximize availability and sustainable translation services for out learning community. | Ongoing professional development opportunities to support best practices for translation services during 504 and IEP meetings. Continue to provide flexible opportunities to meet communities needs for translation services to maximize support during crisis situations. |
| Unallocated | These funds were not allocated. | These funds were not allocated. | These funds were not allocated. | These funds were not allocated. |

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Oakland Technical High School

School ID: 305

3: SCHOOL STRATEGIES & ACTIONS

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

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

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| School Priority: | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. |
| School Theory of Change: | <p>If Oakland Tech:</p> <ul style="list-style-type: none"> --continues to incorporate writing across the curriculum and to implement the Oakland Tech Literacy Framework, which is aligned to the CCSS; --increases the use of differentiation, scaffolding, research tools, and student collaboration; --implements additional Tier 1 strategies in every classroom; --applies research-based Culturally Responsive Teaching strategies; and --aligns lessons the CCSS, NGSS, ELD, and CTE standards, site and district goals, missions, and visions, <p>then all students will experience increased engagement and rigor in all content areas, ELLs and our most marginalized students will experience expanded opportunities, student learning and achievement will improve, and more students will be prepared for college, career, and community participation by graduation.</p> |
| 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? |
|-----|---|---|---|--|--|
| 1-1 | Use PLC/collaboration time to examine writing samples, create exemplars, rubrics and identify areas or student growth and needs | Create PD to review the Literacy framework | department minutes, teacher narratives, and teacher work product | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |
| 1-2 | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | Create time for teachers to analyze and score writing samples | teacher evaluations, lesson plans, instructional walk through, and teacher narratives | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |

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| 1-3 | Identify all standards for each course and sequence and create specific and targeted interventions | Provide explicit instruction coaching and modeling | scope and sequences, pacing guides, and course syllabus | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |
| 1-4 | Reviewing, Monitoring, and and Reducing D and F rates in courses | Implement the 3 Rs, Review, Reteach, Remediate | Department PD agendas/minutes, and Staff PD agenda/mins | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 2 |
| 1-5 | Increase diversity of student enrollment in Advanced Study Program | Hold student enrollment events for students to hear information about course for decisions around planning; teacher involvement in the planning | Informational Session Sign-in sheets, and Info session flyers | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |
| 1-6 | Increase AP exam scores | Hold AP Study Sessions, and support with prep materials | comparison between years of student performance. Working plans about new areas of focus | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |

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

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| School Priority: | Create and implement a schoolwide MTSS plan that will address the academic, behavioral and social emotional needs of all Oakland Tech students. |
| School Theory of Change: | <p>If Oakland Tech:</p> <ul style="list-style-type: none"> --effectively identifies the correlation between teaching practices from professional development and student learning outcomes; --implements research-based Tier 1, 2 and 3 strategies that are measurable; --provides students with opportunities to review, receive remediation, and have access to academic rigor; and --provides targeted additional supports for ELLs and students who need to experience increased positive outcomes, then our African American and Special Education students will demonstrate accelerated growth and we will see a measurable reduction of our equity gap. |

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? |
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| 2-1 | Participate in PD supporting restorative practice, MTSS and Social Emotion Learning | Include classroom management, Restorative Practices, MTSS and SEL on the walk-through tool | Agendas, Slide Decks, Surveys | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | |

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| 2-2 | <p>ILT Focus on Grading for Equity through use of analyzing D/F rates amongst AA and LatinX students. 9th grade off track rates are reviewed through weekly PLC's in conjunction with BTSC. Math department hired a coach to support to support anti-racist math teaching practices through Professional Development</p> | <p>Provide opportunities for greater engagement in surveys, listening campaigns and student input</p> | <p>Beginning of School Year PD data review exercise, Math Dept Anti-Racist PD Overview</p> | <p>Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement.</p> | Tier 1 |
| 2-3 | <p>Support the implementation of OUSD's sexual harassment curriculum</p> | <p>Continue implementing OUSD's sexual harassment curriculum</p> | <p>Required training for all 9th grade and SPED Teachers. Teachers are required to track and provide schedule for when trainings were conducted to ensure equity and access to this curriculum. After creating a Sexual Harassment Reporting policy in the 21-22 school year, students are now aware of how and to whom to report incidences in a safe manner. School Website Policy Link</p> | <p>Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement.</p> | Tier 1 |

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| 2-4 | Support assemblies, events and field trips that augment safety and builds a positive school culture and climate | Support teachers and staff in their work to plan and initiate such events; Work with the Leaderships students and the Events and Equity student teams o promote a wide range of evenst that appeal to a wide range of students interests. | | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | |
| 2-5 | Participate in Restorative Justice interventions as conflict or relationship issues may arise | Provide CRP training to teachers regarding: engagement, Restorative Justice, and Data analysis around strengths and weaknesses of our school practices that directly affect the outcomes of our most marginalized groups (AA, LatinX, SPED, and ELL's) | | | |
| 2-6 | Participate in professional development, contribute and implement OUSD policy regarding safety, discipline and plan for police free guidance | Admin complete and submit School Site Safety Response Plan, Discipline Matrix and plan for Police Free Guidance | | | |

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

School Priority: Develop and implement plans and policies and provide training on SEL and MTSS, clearly outlining roles, responsibilities and expectations to promote and support a safe, positive, culture of belonging for all stakeholders, while address wellness challenges by promoting the five core SEL competencies with stakeholder buy-in.

School Theory of Change: If Oakland Tech:
 --provides structures and time for the voices of students and families to be heard by leadership;
 --provides resources and training for social-emotional learning and wellness for all stakeholders;
 --clearly outlines roles, responsibilities, and expectations for all stakeholders in the promotion of a safe and positive culture of belonging; and
 --provides a multi-tiered system of support for all students, then all students and families will experience welcome and belonging at school and will experience increased engagement in the school community.

Students to be served by these actions: *All Students*

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|---|--|---|--|--|
| 3-1 | Participate in PD supporting restorative practice, MTSS and Social Emotion Learning | Include classroom management, Restorative Practices, MTSS and SEL on the walk-through tool | PD calendar, sign-in sheets Teacher work product | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |

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| 3-2 | Participate in surveys, listening campaigns to provide administration data to make changes to support all stakeholders | Provide opportunities for greater engagement in surveys, listening campaigns and student input | Surveys, listening campaign data | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 2 |
| 3-3 | Support the implementation of OUSD's sexual harassment curriculum | Continue implementing OUSD's sexual harassment curriculum | Lesson plans Walk-through notes | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |
| 3-4 | Support assemblies, events and field trips that augment safety and builds a positive school culture and climate | Provide Equity and Diversity Training for teachers and other staff members in order to create culturally sensitive classrooms and teaching practices | Lesson plans Walk-through notes | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |

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| 3-5 | Participate in Restorative Justice interventions as conflict or relationship issues may arise | Develop climate and culture assemblies and events with staff, student leaders, parents and community partners. | Referrals, RJ data, teacher notes | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 1 |
| 3-6 | | Admin complete and submit School Site Safety Response Plan, Discipline Matrix and plan for Police Free Guidance | | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 1 |
| 3-7 | Affinity/Pathway group graduations for our graduating students | Admin support and fund the events; Graduation committee formed involving PW leads and CSm | Grad rate data; A-G completions rates; Post Secondary Data; Senior Survey data | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 2 strategies. | Tier 1 |

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

School Priority: Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement.

School Theory of Change: If Oakland Tech:
 --provides resources and training in Culturally Responsive Teaching practices;
 --provides resources and training in Equity, Diversity, and the foundations of an anti-racist workplace;
 --provides time and PLC structures to support teacher collaboration; and
 --provides training in the use of student performance data and methods of creating common and benchmark assessments,
 then teachers and staff will deepen their professional working relationships and skills and experience professional satisfaction.

Students to be served by these actions: *All Students*

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
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| 4-1 | Lesson plans reflect culturally responsive pedagogy, ELL Framework and intervention strategies to address gaps in achievement and engagement | Provide Culturally Responsive Teaching, PLC, Vertical and Horizontal Alignment Professional Development, team collaboration and aligning lessons with CCSS, NGSS, ELD, CTE, MTSS, effective strategies, common assessments, 21st century strategies, standards based grading, technology and intervention | Buyback Day PD Agendas Learning Walks | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |

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| 4-2 | Expand interdisciplinary collaboration to make teaching units culturally relevant and engaging | Use and demonstrate the use of technology supports in PD presentations as a model to staff | Pathway Collaboration Meetings Student Showcases for projects Graduate Capstone Completion Rates | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |
| 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. | <ul style="list-style-type: none"> - New Teacher site orientation agenda facilitated by the new teacher coach. - Weekly 1:1 checkins for curriculum support, differentiation and engagement strategies, and implementing Tier 1 support of students. - Mentor matching for new teachers without a clear credential with the support of the New Teacher Support & Development Team and the New Teacher Coach. - bimonthly circle agenda and participation | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 1 |

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| 4-4 | Demonstrate CRP by Implementing and using reading selections that represent the student population of Oakland Tech | Create a committee to review novels and make recommendations for CRT books and materials | District Curriculum Adoption Humanities Department's Booklist for the year | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 1 |
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CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

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| School Priority: | Oakland Tech will move toward increased proportionality of Black students in both enrollment and achievement outcomes in pathways and advanced courses. |
| School Theory of Change: | If Oakland Tech: --provides Black students with A-G courses, AP classes, academic pathways, internships and dual enrollment in community college; --provides consistently rigorous and academically challenging instruction for Black students, combined with appropriate supports and recognition; and --provides recognition of Black leadership and connection for students with Black career-based mentors and academic coaches, then we will see increased proportionality of Black students in both enrollment and high achievement in pathways and advanced programs. |
| Related Goals: | Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. |
| Students to be served by these actions: | <i>Black students and families</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|--|---|--|--|--|
| 5-1 | Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning. | Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement. | - Lesson plans, Dept and Pathway Agendas; AAMA and AAFE classes; Ethnic Studies Text | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 2 |
| 5-2 | Share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs. | Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams. | PD Agendas, Grade Data; Lesson plans | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |

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| 5-3 | Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities. | Build cultures of trust and commitment that enable adults to engage in evidence- based collaboration. | PD Agendas (Quetzal PD with Math Dept), Dept,. Agendas, Course Team Ethnic Studies Team Agendas | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 1 |
| 5-4 | Targeted outreach for internships and work based learning opportunities | Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement. | ECCO internships Work based learning liaison notes | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

(see [Stages of ELD instructions and resources](#))

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| School Priority: | English Learner students continuously develop their language, reaching English fluency in six years or less. |
| School Theory of Change: | If Oakland Tech: --provides resources and training for teachers to calibrate their instructional practices and supports for EL students; --expands academic opportunities for newcomer EL students; and --expands pathway engagement for long-term EL students, then we will see an increase in the number of EL students who are reclassified as fluent, and all EL students will reach English fluency in six years or less. |
| Related Goals: | Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged. |
| Students to be served by these actions: | <i>English Language Learners</i> |

| # | TEACHING ACTIONS | LEADERSHIP ACTIONS | EVIDENCE OF IMPLEMENTATION | WHICH SCHOOL GOAL DOES THIS ADDRESS? | WHICH MTSS TIER DO THESE ACTIONS ALIGN TO? |
|-----|---|--|--|--|--|
| 6-1 | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 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 | Lesson plans Teacher work product Walk-through notes | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 1 |
| 6-2 | Implement school-wide high impact strategies that support oral academic language development and/or engagement with complex text in all content areas, including dual enrollment classes. | Analyze data, including ELPAC, to determine which students need ELD and at which levels. Create these courses in the master schedule and support teachers assigned to ELD courses. | Lesson plans Teacher work product Walk-through notes | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 1 |

| | | | | | |
|-----|--|--|--|--|--------|
| 6-3 | Share ELL snapshots with students and families in order to set goals for reclassification. | Establish a system to conference with students and families about their progress toward reclassification. Including sharing ELL snapshots. | Lesson plans Teacher work product Walk-through notes | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Tier 1 |
| 6-4 | Monitor progress of language and content learning of ELLs, beginning with content language objectives. | Ensure that ELD course work is aligned to ELD standards. | Lesson plans Teacher work product Walk-through notes | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Tier 1 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---------------------------------------|---------------|--|-------------|---------------------------------|------|---------------------------------------|------|---|--------------------------|---|----------------------|
| Teacher, Structured English Immersion | \$26,857 | California Partnership Academies (CPA) | 1105 | Certificated Teachers' Salaries | 2465 | Teacher, Structured English Immersion | 0.20 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-1 |
| Teacher, Structured English Immersion | \$27,786 | California Partnership Academies (CPA) | 1105 | Certificated Teachers' Salaries | 4185 | Teacher, Structured English Immersion | 0.20 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-2 |
| Teacher, Structured English Immersion | \$32,347 | California Partnership Academies (CPA) | 1105 | Certificated Teachers' Salaries | 2204 | Teacher, Structured English Immersion | 0.20 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-3 |
| To be allocated in Fall 2023. | \$42,845 | California Partnership Academies (CPA) | 4399 | Unallocated | n/a | n/a | n/a | n/a | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-4 |
| To be allocated in Fall 2023. | \$45,323 | California Partnership Academies (CPA) | 4399 | Unallocated | n/a | n/a | n/a | n/a | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-5 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|---|-------------|---------------------------------|------|----------------|------|---|---|---|----------------------|
| To be allocated in Fall 2023. | \$54,143 | California Partnership Academies (CPA) | 4399 | Unallocated | n/a | n/a | n/a | n/a | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-6 |
| Purchase of Books for ILT | \$500 | Educator Effectiveness Grant | 4200 | Books other than Textbooks | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Staff Satisfaction with Professional Development | Reviewing, Monitoring, and Reducing D and F rates in courses | 305-7 |
| Consultant | \$14,500 | Educator Effectiveness Grant | 5825 | Consultants | n/a | n/a | n/a | Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity. | Staff Participation in Foundational Professional Learning | Participate in PD supporting restorative practice, MTSS and Social Emotion Learning | 305-8 |
| STIP Teacher | \$76,775 | ESSER III (One-Time COVID Relief Support) | 1105 | Certificated Teachers' Salaries | 8800 | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | New teachers will participate in support structures in years 1 and 2. | 305-9 |
| STIP Teacher | \$83,169 | ESSER III (One-Time COVID Relief Support) | 1105 | Certificated Teachers' Salaries | New | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | New teachers will participate in support structures in years 1 and 2. | 305-10 |
| STIP Teacher | \$87,571 | ESSER III (One-Time COVID Relief Support) | 1105 | Certificated Teachers' Salaries | 9017 | STIP Teacher | 1.00 | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | New teachers will participate in support structures in years 1 and 2. | 305-11 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|--------------------|-------------|---|-----|----------------|-----|---|--|---|----------------------|
| Teacher Stipend | \$10,000 | LCFF Discretionary | 1120 | Certificated Teachers' Salaries: Stipends | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | Provide Culturally Responsive Teaching, PLC, Vertical and Horizontal Alignment Professional Development, team collaboration and aligning lessons with CCSS, NGSS, ELD, CTE, MTSS, effective strategies, common assessments, 21st century strategies, standards based grading, technology and intervention | 305-12 |
| ID Badges | \$8,025 | LCFF Discretionary | 4304 | Classroom Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Support assemblies, events and field trips that augment safety and builds a positive school culture and climate | 305-13 |
| Supplies | \$40,000 | LCFF Discretionary | 4310 | School Office Supplies | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | A-G Completion | ILT Focus on Grading for Equity through use of analyzing D/F rates amongst AA and LatinX students. 9th grade off track rates are reviewed through weekly PLC's in conjunction with BTSC. Math department hired a coach to support to support anti-racist math teaching practices through Professional Development | 305-14 |
| To be allocated in Fall 2023. | \$79,875 | LCFF Discretionary | 4399 | Unallocated | n/a | n/a | n/a | n/a | College/Career Readiness | Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement. | 305-15 |
| Conference Expenses | \$3,000 | LCFF Discretionary | 5220 | Conference Expense | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | Provide Equity and Diversity Training for teachers and other staff members in order to create culturally sensitive classrooms and teaching practices | 305-16 |
| Dues and Membership | \$1,611 | LCFF Discretionary | 5300 | Dues & Memberships | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | Provide Equity and Diversity Training for teachers and other staff members in order to create culturally sensitive classrooms and teaching practices | 305-17 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---------------------------------------|---------------|--------------------|-------------|---------------------------------|------|---------------------------------------|------|--|---------------------------------|--|----------------------|
| Equipment Maintenance | \$32,000 | LCFF Discretionary | 5610 | Equip Maintenance Agreemt | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Lesson plans reflect culturally responsive pedagogy, ELL Framework and intervention strategies to address gaps in achievement and engagement | 305-18 |
| Licensing Agreements | \$8,790 | LCFF Discretionary | 5846 | Licensing Agreements | n/a | n/a | n/a | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Use PLC/collaboration time to examine writing samples, create exemplars, rubrics and identify areas or student growth and needs | 305-19 |
| Teacher, Structured English Immersion | \$9,389 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 4584 | Teacher, Structured English Immersion | 0.10 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | On Track to Graduate: 9th Grade | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-20 |
| Teacher, Structured English Immersion | \$12,187 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 7800 | Teacher, Structured English Immersion | 0.10 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | A-G Completion | Support assemblies, events and field trips that augment safety and builds a positive school culture and climate | 305-21 |
| Teacher, Structured English Immersion | \$19,397 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 1498 | Teacher, Structured English Immersion | 0.20 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | On Track to Graduate: 9th Grade | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-22 |
| Teacher, Structured English Immersion | \$57,803 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 323 | Teacher, Structured English Immersion | 0.75 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | A-G Completion | Support assemblies, events and field trips that augment safety and builds a positive school culture and climate | 305-23 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|-------------------|-------------|--|------|--|------|--|---------------------------------|---|----------------------|
| Teacher, Structured English Immersion | \$80,886 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 36 | Teacher, Structured English Immersion | 0.90 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | A-G Completion | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-24 |
| Teacher, Structured English Immersion | \$89,825 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 3224 | Teacher, Structured English Immersion | 1.00 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | A-G Completion | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-25 |
| Teacher, Structured English Immersion | \$91,285 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 2963 | Teacher, Structured English Immersion | 1.00 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | On Track to Graduate: 9th Grade | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-26 |
| Teacher, Structured English Immersion | \$93,891 | 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. | A-G Completion | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-27 |
| Teacher, Structured English Immersion | \$95,398 | LCFF Supplemental | 1105 | Certificated Teachers' Salaries | 3041 | Teacher, Structured English Immersion | 1.00 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | A-G Completion | Support assemblies, events and field trips that augment safety and builds a positive school culture and climate | 305-28 |
| 11-Month Classroom Teacher on Special Assignment (TSA) | \$36,951 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 4557 | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.25 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities. | 305-29 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|----------------------------|-------------|--|------|--|------|---|--|---|----------------------|
| 11-Month Classroom Teacher on Special Assignment (TSA) | \$158,648 | LCFF Supplemental | 1119 | Certificated Teachers on Special Assignment Salaries | 7377 | 11-Month Classroom Teacher on Special Assignment (TSA) | 1.00 | Goal 1: All students graduate college, career, and community ready. | Staff Satisfaction with Professional Development | New teachers will participate in support structures in years 1 and 2. | 305-30 |
| To be allocated in Fall 2023. | \$59,750 | LCFF Supplemental | 4399 | Unallocated | n/a | n/a | n/a | n/a | Student Connectedness to School | Implement the 3 Rs, Review, Reteach, Remediate | 305-31 |
| Library Technician | \$61,215 | Measure G, Library Support | 2205 | Classified Support Salaries | 9344 | Library Technician | 1.00 | Goal 1: All students graduate college, career, and community ready. | Student Connectedness to School | Support assemblies, events and field trips that augment safety and builds a positive school culture and climate | 305-32 |
| Teacher, Structured English Immersion | \$60,750 | Measure N | 1105 | Certificated Teachers' Salaries | 2658 | Teacher, Structured English Immersion | .7 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-33 |
| Teacher, Structured English Immersion | \$28,097 | Measure N | 1105 | Certificated Teachers' Salaries | 3569 | Teacher, Structured English Immersion | 0.25 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-34 |
| Teacher, Structured English Immersion | \$111,145 | Measure N | 1105 | Certificated Teachers' Salaries | 4185 | Teacher, Structured English Immersion | .8 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-35 |
| Teacher, Structured English Immersion | \$45,553 | Measure N | 1105 | Certificated Teachers' Salaries | 1834 | Teacher, Structured English Immersion | 0.50 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-36 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|-----------------|-------------|--|------|--|------|---|--------------------------|---|----------------------|
| Teacher, Structured English Immersion | \$138,931 | Measure N | 1105 | Certificated Teachers' Salaries | 1482 | Teacher, Structured English Immersion | 1 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-37 |
| Teacher, Structured English Immersion | \$92,709 | Measure N | 1105 | Certificated Teachers' Salaries | 3662 | Teacher, Structured English Immersion | 0.75 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-38 |
| Teacher, Structured English Immersion | \$115,332 | Measure N | 1105 | Certificated Teachers' Salaries | 4053 | Teacher, Structured English Immersion | 1.00 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-39 |
| Teacher, Structured English Immersion | \$147,749 | Measure N | 1105 | Certificated Teachers' Salaries | 2527 | Teacher, Structured English Immersion | 1.00 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy. | 305-40 |
| 11-Month Classroom Teacher on Special Assignment (TSA) | \$37,158 | Measure N | 1119 | Certificated Teachers on Special Assignment Salaries | 9546 | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.25 | Goal 1: All students graduate college, career, and community ready. | Chronic Absenteeism | Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams. | 305-41 |
| Counselor | \$47,254 | Measure N | 1205 | Certificated Pupil Support Salaries | 4824 | Counselor | 0.40 | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Reviewing, Monitoring, and Reducing D and F rates in courses | 305-42 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|-----------------|-------------|---|------|--|------|---|--------------------------|---|----------------------|
| Counselor | \$97,510 | Measure N | 1205 | Certificated Pupil Support Salaries | 3264 | Counselor | 0.90 | Goal 1: All students graduate college, career, and community ready. | A-G Completion | Reviewing, Monitoring, and and Reducing D and F rates in courses | 305-43 |
| Assistant Principal, High School | \$160,660 | Measure N | 1305 | Certificated Supervisors', Administrators', and Instructional Coaches' Salaries | 4453 | Assistant Principal, High School | 1.00 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams. | 305-44 |
| Specialist, College/Career Readiness | \$117,201 | Measure N | 2205 | Classified Support Salaries | 6452 | Specialist, College/Career Readiness | 1.00 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Affinity/Pathway group graduations for our graduating students | 305-45 |
| Site Liaison, Work-Based Learning | \$149,518 | Measure N | 2205 | Classified Support Salaries | 3018 | Site Liaison, Work-Based Learning | 1.00 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Targeted outreach for internships and work based learning opportunities | 305-46 |
| Coach, College/Career Pathways | \$94,296 | 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. | College/Career Readiness | Provide explicit instruction coaching and modeling | 305-47 |
| Administrative Assistant II, Bilingual | \$57,359 | Measure N | 2405 | Clerical Salaries | 2083 | Administrative Assistant II, Bilingual | 0.40 | Goal 1: All students graduate college, career, and community ready. | College/Career Readiness | Support teachers and staff in their work to plan and initiate such events; Work with the Leaderships students and the Events and Equity student teams o promote a wide range of evenst that appeal to a wide range of students interests. | 305-48 |
| To be allocated in Fall 2023. | \$150,856 | Measure N | 4399 | Unallocated | n/a | n/a | n/a | n/a | College/Career Readiness | Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language developement, and build toward strong biliteracy. | 305-49 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|---------------------------------------|---------------|--|-------------|---------------------------------------|------|---------------------------------------|------|--|--|--|----------------------|
| ET/OT: Translation | \$3,000 | Title I, Part A Parent & Family Engagement | 2225 | Classified Support Salaries: Overtime | n/a | n/a | n/a | Goal 3: Students and families are welcomed, safe, healthy, and engaged. | Student Connectedness to School | Support assemblies, events and field trips that augment safety and builds a positive school culture and climate | 305-50 |
| Consultant | \$7,040 | Title I, Part A Parent & Family Engagement | 5825 | Consultants | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Participate in surveys, listening campaigns to provide administration data to make changes to support all stakeholders | 305-51 |
| Teacher, Structured English Immersion | \$20,838 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 4200 | Teacher, Structured English Immersion | 0.20 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-52 |
| Teacher, Structured English Immersion | \$24,805 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 2 | Teacher, Structured English Immersion | 0.20 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-53 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|------------------------------------|-------------|---------------------------------|-----|--------------------------|------|--|--|---|----------------------|
| Teacher, Department Head | \$25,959 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 353 | Teacher, Department Head | 0.20 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-54 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|--|---------------|------------------------------------|-------------|--|------|--|------|--|--|---|----------------------|
| Teacher, Structured English Immersion | \$135,967 | Title I, Part A Schoolwide Program | 1105 | Certificated Teachers' Salaries | 1428 | Teacher, Structured English Immersion | 1.00 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-55 |
| 11-Month Classroom Teacher on Special Assignment (TSA) | \$110,852 | Title I, Part A Schoolwide Program | 1119 | Certificated Teachers on Special Assignment Salaries | 4557 | 11-Month Classroom Teacher on Special Assignment (TSA) | 0.75 | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-56 |
| To be allocated in Fall 2023. | \$4,079 | Title I, Part A Schoolwide Program | 4399 | Unallocated | n/a | n/a | n/a | n/a | Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies. | Use PLC/collaboration time to examine writing samples, create exemplars, rubrics and identify areas or student growth and needs | 305-57 |

PROPOSED 2023-24 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

| DESCRIPTION OF PROPOSED EXPENDITURE | BUDGET AMOUNT | BUDGET RESOURCE | OBJECT CODE | OBJECT CODE DESCRIPTION | PCN | POSITION TITLE | FTE | RELATED LCAP GOAL | RELATED SCHOOL GOAL | RELATED SPSA ACTION | BUDGET ACTION NUMBER |
|-------------------------------------|---------------|------------------------------------|-------------|-------------------------|-----|----------------|-----|--|--|---|----------------------|
| Consultant | \$54,000 | Title I, Part A Schoolwide Program | 5825 | Consultants | n/a | n/a | n/a | Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap. | Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement. | Use explicit instruction to model and check for understanding, differentiate and scaffold lessons | 305-58 |



**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 (English)
- OUSD Student and Family Handbook (Spanish)
- OUSD Student and Family Handbook (Chinese)
- Oakland Technical High School Student 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
- Parent Square postings (email and text messages, translated into several languages)
- 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
- Parent Square postings (email and text messages, translated into several languages)
- 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
- Pathway exhibitions, advisory board, and mentoring
- 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 Advisory Boards and Mentoring Opportunities
- 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 23, 2022, and will be in effect for the period August 8, 2022, through May 26, 2023.

The school will distribute this policy to all parents on or before September 30, 2022 of the current school year.

Martel J. Price
Name of Principal

Martel J. Price
Signature of Principal

8/31/22
Date

Please attach the School-Parent Compact to this document.



School-Parent Compact 2022-23

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 2022-23 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, parentbooster 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 Parent Square 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 Tech on September 20, 2022, and will be in effect for the period of August 8, 2022 to May 26, 2023.

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 30, 2022.

| | | |
|-------------------------|-------------------------------|----------------|
| Martel J. Price | <i>Martel J. Price</i> | 8/31/22 |
| Principal’s Name | Signature of Principal | Date |

Oakland Technical High School School Site Council Membership Roster 2022-2023

SSC - Officers

| | |
|-------------------|--------------|
| Chairperson: | Kim Davis |
| Vice Chairperson: | Dylan Lucks |
| Secretary: | Ellen Dahlke |

SSC - Members

| Member's Name | Principal | Classroom Teacher | Other Staff | Parent/Community Member | Student (optional) | Term (1st or 2nd year term) |
|---------------------------------|-----------|-------------------|-------------|-------------------------|--------------------|-----------------------------|
| MARTEL PRICE | X | | | | | 1 |
| KIM DAVIS | | | | X | | 2 |
| ZSANNA SECREASE | | | | X | | 2 |
| TANASHA STEVENS | | | | X | | 2 |
| DYLAN LUCKS | | | | | X | 2 |
| AMARA ROMERO | | | | | X | 2 |
| ALEXANDRA MAYR | | | | | X | 2 |
| TERRANCE HOLLIDAY | | | X | | | 1 |
| ELLEN DAHLKE, Room UC-7 | | X | | | | 2 |
| JENNIFER BELMONT | | X | | | | 1 |
| OMOAGHE AKHIDENOR, Room P-1 | | X | | | | 2 |
| TIMOTHY BRODERICK, Room 224 | | X | | | | 2 |
| RACHEL SMITH - Alternate Parent | | | | | | |
| | | | | | | |

| | |
|--|---|
| SSC Meeting Schedule: (Day/Month/Time) | 2nd Tuesday of the month, 6:00-7:30pm, in the Library (or on Zoom during COVID) |
|--|---|

SSC Legal Requirements (EC Sections 65000-65001):

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

- 1 Principal
- 4 Classroom Teachers
- 1 Other Staff
- AND**
- 3 Parents/Community Members
- 3 Students