

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent**

June 27, 2018

Legislative File ID No: 18-1332
Introduction Date: 6/27/18
Enactment No.: 18-1135
Enactment Date: 6/27/18
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To: Board of Education

From: Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement
Marcus Battle, Chief Business Officer
Marla Williams, Officer, State & Federal Compliance

Re: 2018 – 2019 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Oakland Technical High School.

Background:

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

Discussion:

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

Fiscal Impact:

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

- Title I Schoolwide Plan
- 21st Century Learning
- After School Education and Safety (ASES)

Recommendation:

The Board of Education is requested to approve the 2018-2019 Single Plan for Student Achievement (SPSA) for Oakland Technical High School.



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SCHOOL DISTRICT**
Community Schools, Thriving Students

Legislative File ID No: 18-1332
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2018-2019 Single Plan for Student Achievement (SPSA)

School: Oakland Technical High School
CDS Code: 1612590136051
Co-Principals: Staci Ross-Morrison & Josue Diaz, Jr.
Date of this revision: 5/30/2018

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

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

Contact: Staci Ross-Morrison	Position: Co-Principal
Address: 4351 Broadway Oakland, CA 94611	Telephone: 510-450-5400 Email: staci.ross-morrison@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/27/2018

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

2018-2019 Single Plan for Student Achievement Recommendations and Assurances

School Site: Oakland Technical High School

Site Number: 305

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

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

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

Date(s) plan was approved: 4/5/18

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

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

Signatures:

<u>Staci Ross-Morrison</u> Staci Ross-Morrison, School Co-Principal	<u>[Signature]</u> Signature	<u>4/5/18</u> Date
<u>Johanna Langill</u> Name of SSC Chairperson	<u>[Signature]</u> Signature	<u>6/5/18</u> Date
<u>Preston Thomas</u> Preston Thomas, Network Superintendent	<u>[Signature]</u> Signature	<u>4/5/18</u> Date
<u>Marla Williams</u> Marla Williams, Officer, State and Federal Programs	<u>[Signature]</u> Signature	<u>6/6/18</u> Date

2018-19 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 2018-19 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
2/1/2018	ILT (department chairs)	ILT (department chairs) reviewed and analyzed data slides.
2/1/2018	ILT (department chairs + pathway directors)	ILT (department chairs + pathway directors) reviewed and analyzed data around strengths and challenges and brainstormed possible high level actions.
2/1/2018	Admin Team	Admin Team retreat to reflect on/ refine school goals and some high level actions for 2018-19 site plan tool. Admin Team completed work around self-assessment and tabs 1-4 of SPSA.
2/19-2/23	Pathway Directors	Principal meets with all pathway directors to discuss Measure N allocations and determine budget priorities.
2/1 - 3/29	Executive Director + Principals + other Admin Team members	Principal PD around completion of SPSA with district leaders.
3/8/2018	Admin Team	Admin Team retreat to review WBL and CSS actions and future goals for 2018-19 site plan tool.
3/8-3/29	Pathway Directors	TSA meets with each pathway director team to finish completing self-assessment, data analysis, and goal setting for each pathway tab.
3/8-4/9	Principal + TSA	Principal and TSA translate narrative and budget line items into SPSA tool.

2018-2019 Final Budget**Programs Included in This Plan**

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant ... General Purpose Discretionary #0000	\$613,800.00	TBD
Local Control Funding Formula Supplemental Grant ... LCFF Supplemental #0002	\$726,090.00	TBD
Local Control Funding Formula Concentration Grant ... LCFF Concentration #0003	\$0.00	TBD
After School Education and Safety Program ... ASES #6010	\$0.00	TBD
TOTAL:	\$1,339,890.00	\$0.00

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program ... Title I Resource #3010	\$237,825.00	TBD
Title I, Part A: Parent Engagement Activities ... Title I Resource #3010	\$5,849.00	TBD
21st Century Community Learning Centers ... Title IV Resource #4124	\$214,731.00	TBD
TOTAL:	\$458,405.00	\$0.00

2018-19 SINGLE 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.

Family & Student Engagement

Oakland Tech benefits from the direct involvement of several active parent organizations, as well as a Collaborative School Site Council (CSSC). The school also has an involved advocacy organization especially for African American parents called the African American Student Action Planners (AASAP). The Parent Teacher Student Association (PTSA) increased its activities in support of the school eight years ago. It currently maintains many of the school's communications including the weekly Bullhorn e-newsletter, the quarterly Bulldog Bytes newsletter, and the school website. In addition, the PTSA Grant Program provides grants totalling more than \$60,000 annually to fund classroom materials, purchase technology, and support the school's sports and arts programs in order to enrich the school experience for all students. In addition, an on-site parent liaison provides services which reach approximately 50% of Tech families, including family coaching for high conflict relationships, teleseminars, a Yahoo group, weekly office hours for parents, and Tech Parent University (TPU). Students have a wide variety of engagement opportunities including a Leadership class, Student Government, Unity Council, and more than 30 student clubs.

SCHOOL DATA SLIDES

[Oakland Tech Data Slides](#)

1B: 18-19 NEEDS ASSESSMENT

State Dashboard Indicators	Strengths	Challenges/Barriers	Possible High-Leverage Actions to Address Barriers
Graduation Rate	Tech's 2016 graduation rate of 87% was more than 20% above the district average. Dropout rates have decreased for all subgroups over the years, with school-wide dropout rates hovering around 9% in recent years as compared to nearly 14% in 2011. The four-year dropout rate for ELLs reduced by more than 12 percentage points since 2011, which is the greatest of all sub groups. The percent of students leaving the school continues to decrease. In addition, nearly 80% of Tech graduates enroll in a 2-or 4-year college within a year of graduating, with more students attending 4-year colleges than 2-year colleges. Since 2012, Tech has seen an increase in AA, Latino, and White students who are college bound.	AA males and ELL graduation rates are considerably lower than schoolwide averages. More than 75% of students go onto college within a year of graduation, but only 46% to 4 year colleges. Latino and AA students are far less likely to attend 4 year colleges within a year of high school graduation at 36% and 31%, respectively, as compared to 70% of White students.	Enrolling a larger percentage of LCFF population students in pathways will provide small, nurturing, career and college focused communities to boost graduation rates. The pathway CTE classes increase relevancy and student interest. In addition, counselors meet with and monitor off-track 11th and 12th graders to discuss paths to graduation. APEX credit recovery courses offered during the school day offer students time to make up missing credits. We will work towards moving to a block schedule in order to facilitate pathway cohorting and provide students more time in their schedules to earn credits.
On Track to Graduate (11th Grade)	71% of Tech 11th graders are on track to graduate. This represents a more than 20% increase since 2014 and is far higher than the district average of 38% of 11th graders. Although on track to graduate rates for AA, Latino, and ELL students are lower than schoolwide rates, they are higher than district averages for each of these subgroups.	AA, Latino, and ELL 11th grade students have far lower on track to graduate rates at 39%, 44%, and 19% respectively. Math presents the largest stumbling block for many students, with 29% of 11th graders and 39% of 12th graders off-track in Math. With 39% of Seniors off-track overall, many Tech students cannot apply to CSU's and UC's.	Because math is the largest stumbling block for many students, providing a math intervention class can help students stay on track to graduate. Currently, BOOST tutoring and a 3-1 tutoring program program are offered for students in need of extra support. Hiring a math focused instructional coach to help teachers design and deliver quality common core math instruction or providing teacher-leaders more training in math instructional practices to bring back to their department could also improve math data. In addition, counselors meet with and monitor off-track 11th and 12th graders to discuss paths to graduation. Shifting 9th grade Exploring Computer Science to count for Math credit would help students achieve additional credits in math early in their high school careers. APEX credit recovery courses offered during the school day offer students time to make up missing credits. Eventually moving towards blocked scheduling could add more time in students' schedules for retaking failed classes to improve on track to graduate rates.
A-G Completion	The A-G completion rate for 12th grade students is 63%, 12 percentage points over the district average. The A-G completion rates for AA and Latino student subgroups at Tech are slightly higher than district averages.	AA, Latino, and ELL students have far lower A-G completion rates than schoolwide. ELL students have the lowest A-G completion rate of subgroups at only 21% in 2016. This is lower than the district average of 34%.	Focusing on vertical and horizontal alignment in department time helps to ensure that all college preparatory classes are rigorous with strong scaffolding. Work towards our schoolwide common performance assessment goal builds engaging instruction and assessment practices across campus, so all students can meet standards.

SBAC ELA	In 2016-17, 59.3 % of Tech's 11th graders met or exceeded standards in ELA, as compared to 38.4% of 11th graders districtwide. SBAC scores vary only slightly for students eligible for free and reduced lunch.	Approximately 40% of students are not meeting standards in ELA. In addition, achievement gaps persist. Only 39% of AA students met or exceeded standards in ELA, as compared to 69.9% of White students. In addition, 77.8% of EL students tested at performance level "standards not met" in ELA.	Departments across disciplines are working towards a vertical map of common performance assessment that each include academic language, speaking, writing, and reflection components. Instruction focuses on academic discourse and writing across curriculum. A literacy intervention class for 9th and 10th grade below-grade-level readers would provide a space for struggling readers to build skills.
SBAC Math	In 2016-17, 28.3% of Tech's 11th graders met or exceeded standards in math, as compared to 15.2% of 11th graders districtwide, respectively. SBAC scores vary only slightly for students eligible for free and reduced lunch.	More than 70% of students are not meeting standards in Math. In addition, achievement gaps persist. Only 8.9% of AA students met or exceeded standards in Math, as compared to 39.4% of White students. In addition, 81.3% of EL students tested at performance level "standards not met" in Math.	Currently, BOOST tutoring and a 3-1 tutoring program allow students access to extra math help. Hiring a math focused instructional coach to help teachers design and deliver quality common core math instruction or providing teacher-leaders more training in math instructional practices to bring back to their department could also improve math data. In addition, a math intervention course for struggling and credit deficient students or SSS's with math training and expertise could help build critical math skills.
AP Pass Rate/Dual Enrollment Pass Rate	AP access and pass rates are higher than district averages, and the number of all subgroups enrolled in APs is increasing. 35.9% of Oakland Tech's students were enrolled in at least one AP course in 2016-17. This marks a 5% increase in AP access. 7.7% of students are taking 3 or more AP courses. In addition, 96.5% of students enrolled in APs passed at least one AP class with a C or better in 2016-17 and 94.1% of students taking AP exams passed at least one exam with a 3 or better. Moreover, a "5" is the score received with the single highest frequency on AP tests. Three dual enrollment classes offer students opportunities to gain college credit; 351 students enrolled in 2015-16 with approximately 90% passing with a C or better. Concurrent enrollment participation and pass rates are trending upwards with 53 students completing classes in 2014-2015, 104 students in 2015-16, and 393 students in 2016-17.	There are far fewer AA and Latino students enrolled in AP classes and passing AP tests than White and Asian students. Dual enrollment courses can vary in quality depending on the professor offered by Peralta.	Oakland Tech continues to offer and advertise dual enrollment and concurrent enrollment opportunities to students. To improve AP enrollment and pass rates, especially for our underrepresented student groups, one beneficial action will be to strengthen the advisory/study skills component of the 9th grade ECS class or restructure 9th grade advisory/intervention classes. This will build students' study skills early on in their academic careers. Counselors can also use college board tools to target and recruit EL, AA, and Latino students who would be successful in various APs early on.

Pathway Participation/CTE Enrollment*	Pathway enrollment for 10th-12th graders has increased from 45% to 62% since 2014. Pathway enrollment has increased for all sub-groups; the percentage of Latino students enrolled in pathways has more than doubled since 2014, and the percentage of AA students enrolled has increased by 30%. Pathway recruitment and selection processes for 9th graders have been revised to place LCFF student populations first and create more equitable pathways.	40% of students are still not enrolled in pathways. Pathway placement for incoming 10th graders is challenging, as pathways cannot accommodate all students even with the addition of RPL. In addition, students are not all tagged properly by pathway in Aeries, which skews data. Sometimes students will drop CTE classes and pathways but will not be untagged in Aeries.	A high level action to allow for increased pathway participation would be to expand RPL or FADA, or create a new pathway. In addition, going to a block schedule could alleviate some scheduling issues around pathway participation. We will provide professional development to facilitate a transition to a block schedule this year. Interested teachers could also create engaging and effective "pipeline" clubs for 9th graders to try out different pathway subjects. Another high intervention change would be to secure funding and training for an adequate number of support staff so that even more SPED students are supported in these pathway classes.
English Learner Progress	CELDT reclassification rates continue to be higher than district averages, with 38% of EL students reclassifying at Tech in 2016 as compared to 16% districtwide. ELD classes are offered at Tech. ELL students in pathways are on Student Support Specialists' (SSS) caseloads for extra organizational and social-emotional support. The 9th grade California Studies team works with Mills Teacher Scholars to design quality SDAIE instruction for their mainstream classes.	ELLs are achieving below schoolwide averages on all metrics. Only 38.1% of students met CELDT requirements for reclassification in 2016-17, though this is a slight improvement from 32.4% in 2014-15. Similarly, only 37% of students showed growth on the CELDT in 2017 as compared to 41% districtwide.	Building teachers' capacities to deliver scaffolded literacy instruction in all content areas would help improve ELLs academic outcomes. An emphasis on cultural relevance, perhaps using the ethnic studies framework, could also increase ELL success in classrooms. In addition, an ELL peer mentoring program where ELL students are paired with a native English speaker as a conversation partner could improve language skills.
Suspension Rate	The suspension rate has decreased from 8% in 2011-2 to under 3% in 2016-17. The suspension rate for African American males has reduced by 30%. Tech's COST system, TUPE program, and restorative justice practices offer alternatives to suspension in many cases. SSOs help keep the school safe and secure.	AA and Pacific Islander males are suspended at higher rates than other student sub groups. Violence is the main cause of suspensions.	In order to reduce suspensions due to violence, grief counselors and RJ coordinators should run girls/boys groups to address violence and the influence of social media and coordinate related activities on the field during lunch. Administration is also working to develop more teacher education and support around dealing with marijuana possession, use, and intoxication on campus.

1C: STUDENT PERFORMANCE GOALS & TARGETS

	June 2021 Goal	Related LCAP Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Graduation Rate	Increase graduation rates by 10%, particularly for ELL, Latino, and AA students.	Goal 1: Graduates are college and career ready	All Students	87.3% (2015-16)	89.0%	90.8%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
On Track to Graduate (11th Grade)	Increase on track to graduate rates by 10%, particularly for ELL, Latino, and AA students.	Goal 1: Graduates are college and career ready	All Students	53.6%	54.9%	56.3%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

A-G Completion	Increase A-G completion of ELL students by 10%.	Goal 1: Graduates are college and career ready	English Learners	11.1%	11.4%	11.7%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
SBAC ELA	Increase SBAC ELA scores for all students by 5%, particularly in the writing indicator, the area in which the highest percentage of students are below standards (26%).	Goal 2: Students are proficient in state academic standards	All Students	59.3%	60.0%	60.8%	All students make measurable progress in the development of their literacy skills.
SBAC Math	Increase SBAC Math scores for all students by 10%, particularly in the concepts and procedures indicator, the area in which the highest percentage of students are below standards (56%).	Goal 2: Students are proficient in state academic standards	All Students	28.4%	29.1%	29.8%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
AP Pass Rate	Increase AP pass rates for AA and Latino students by 5%.	Goal 1: Graduates are college and career ready	African American Students	15.4%	15.6%	15.8%	The school ensures equity and equal access to all honors and advanced placement courses.
Dual Enrollment Pass Rate	Increase the number of students passing dual enrollment courses with a C or better by 10%.	Goal 1: Graduates are college and career ready	All Students	79.4%	81.3%	83.3%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Pathway Participation/ CTE Enrollment*	Increase pathway participation/CTE enrollment to 80-100% by 2020. Expand existing pathways or create a new pathway so that 100% of interested sophomores can be in pathways. Move to a bell schedule that better accomodates career pathways.	Goal 1: Graduates are college and career ready	All Students	54.6%	63.0%	71.5%	All students maintain a high level of cognitive engagement.
English Learner Progress	Increase ELL A-G eligibility and graduation rates by 10%.	Goal 4: English learners are reaching English fluency	All Students	79% (2015-16 graduation rate)	80.6%	82.2%	All students make measurable progress in the development of their literacy skills.
Suspension Rate	Maintain suspension rates at under 4%.	Goal 5: Students are engaged in school everyday	All Students	2.7%	2.7%	2.7%	All students demonstrate the school values of Honor, Focus, Community, and Positive Expression, and maintain at least 96% positive on-time attendance.

School: Oakland Technical High School

School ID: 305

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

Instructions:

Please complete this self-assessment for your school.

[Click here for the full Measure N rubric.](#)

KEY:

1: Not at all 3: Mostly

2: Somewhat 4: Completely

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
<p>School Leadership: To what extent do school/ site leaders consistently demonstrate & communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?</p>	3: Mostly	All administrators understand and communicate the importance of pathways as central to the Oakland Tech vision. In fact, the school vision statement was recently revised to center around pathway development. In the 2017-18 year, administrators moved towards dividing responsibilities by pathways rather than grade levels. Approximately 60% of teachers surveyed in January 2018 indicated that they agree that administration is working effectively towards equitable pathway development, with only 11% of teachers disagreeing with this statement to any degree.	With many teachers and numerous students not in pathways, school leaders also emphasize the importance of other initiatives to school improvement. In addition, teacher evaluation, discipline, field trips etc. are still not entirely divided by pathway, as we are not currently a wall-to-wall school.
<p>To what extent can school leaders identify the connections between all the enabling conditions (listed in this rubric) and align systems and structures to each other in service of the vision/ mission?</p>	2: Somewhat	Work has been done to align systems and structures to the vision and mission, particularly in terms of professional development structures and ILT. However, more work needs to be done to align all systems and structures in service of the vision and mission.	Because the vision and mission were just recreated in the Spring of 2017, administration is still working to implement these ideals fully.
<p>Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?</p>	2: Somewhat	Although administration values and communicates pathways as central to the school vision, it is pathway directors who act as the core drivers and change leaders promoting pathway success. Administrators serve as supports to pathways, rather than key drivers. The administration values the initiative and vision of pathway directors to expand their pathways as they see fit.	Administration can continue to work to strengthen the purpose and mission of ILT, so that all pathway directors and administrators understand their role in supporting Tech's pathways.
<p>School Leadership & Vision Goal for 2018-19:</p>	The mission of the admin team is to develop powerful teacher and staff leaders, set the tone for a unified staff culture, and ensure that every parent, student, and staff member has information, voice, and choice to navigate the educational system.		

2. SYSTEMS AND STRUCTURES TO SUPPORT EQUITY AND COHERENCE

	Current Score	Justification	Areas of Growth
<p>Staffing Structure Aligned to Purpose: To what extent is the staffing structure of the school in direct support of the school vision and mission such that admin team, counseling team, CCRS, SPED, EL, and support staff are all deeply connected to pathway teams and see their work as in support of effective pathway work?</p>	2: Somewhat	Pathway teams are deeply committed to effective pathway work and almost all staff support pathway development. Each pathway team has an administrator to provide support. With this said, a large percentage of teachers, support staff, counselors, etc are not connected to a pathway and therefore do not perceive their work as connected to pathway development.	Because a large number of teachers (Math, SPED, Foreign Language, electives), counselors, and support staff are not connected to a pathway, all staff at Tech are not equally connected to the pathway goal. Non-pathway teachers sometimes report feeling less visible and important under the current pathway-centric school structure.

<p>Alignment and Coherence of Leadership Bodies To what extent do all leadership teams (culture & climate, ILT, PAC, CSSC, PTSA, etc.) have a shared understanding of the school's goals within the context of pathway development and see themselves as contributors to and supporters of those goals?</p>	3: Mostly	Tech has an active ILT, CSSC, and PTSA. These groups understand and value pathway development. However, there is still work to be done clarifying and codifying the exact role of each of these bodies in decision making processes. Communication and transparency have improved greatly across all stakeholder groups, with most teachers reporting that they trust administration to make good decisions and that they perceive the administration as a unified front.	Administration can work to further clarify and codify the exact role of all the diverse leadership teams supporting Tech. Because we are a complex school with so many passionate contributors, this can be challenging.
<p>Decision-Making Structure: To what extent are decision-making structures and processes clear, consistent, inclusive of all stakeholders (e.g., students, teachers, parents, community members) and leadership bodies, and in support of the school's vision and mission?</p>	2: Somewhat	Tech has an active ILT, CSSC, PTSA, and Faculty Council to support decision-making processes. Administration trusts these bodies as decision-making partners. However, it is still difficult to articulate what our decision making processes are when there is disagreement. Department and pathway teams have clear decision-making processes and functions in place.	Administration needs to clearly institutionalize the decision-making processes when there is a disagreement and the types of decisions each body makes (besides departments and pathways). In addition, we hope to build more capacity around complex decision making before coming to a decision on block scheduling.
<p>Master Schedule, Budget, Facilities & Resource Allocation: To what extent are master schedule, budget, facilities and resource allocation aligned to the school's mission/vision and in service of equitable, high quality pathways (e.g., students can be cohorted, teachers can collaborate effectively, resources are equitably distributed, facility assignments support purpose)?</p>	3: Mostly	This has improved significantly since last year, with only a small percentage of current and incoming 10th graders not a part of pathways. Pathway directors have shared preps and pathway cohorting works effectively in the 9th and 10th grade. Equity is the main focus of pathway placement procedures. Yearly planning through the SPSA fully reflects the school's mission/vision, with separate planning tabs for each pathway. Even so, the fact that only a small percentage of our teachers are cohorted with a pathway keeps us from satisfying this indicator fully.	Facilities, budget, master schedule, and resource allocation cannot be fully in service of pathways when a large percentage of our teachers are not cohorted with pathways and when other initiatives exist and thrive on campus.
<p>Equity Stance: To what extent do school leaders support the creation and implementation of policies and procedures that facilitate equity of access (to resources, programs, pathways, opportunities, etc.) and achievement across the school (specifically to pathways)?</p>	3: Mostly	All administrators are in consensus around equity as a central focus when creating and implementing policies and procedures around resources, programs, pathways, and opportunities. Most teachers agree that Tech administration uses an equity lens to make decisions, with only 12% of staff surveyed disagreeing with that statement to any degree. However, achievement gaps still persist and Tech administration is working towards better ways to improve achievement for all student groups.	Although we have strong Tier 2 and 3 behavioral and emotional supports through COST and numerous service providers on campus, we lack sufficient Tier 3 academic supports and interventions for struggling students.
<p>Systems & Structures Goal for 2018-19:</p>		Administration will dedicate itself to setting up stronger systems for monitoring, rewarding, and responding to challenges with attendance, student achievement, and work-based learning experiences. Administration will develop protocols and rituals for recognizing staff contributions.	

Strategic Actions	Which school team(s) does this action support?	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
AAMA instructor to increase engagement of AA males inservice to improving A-G passage rates.	Schoolwide	African American Males					Building the Conditions	A2.9 Targeted School Improvement Support

Equipment	Schoolwide	All Students	General Purpose Discretionary	\$5,000.00	4410		Building the Conditions	A2.4 Teacher Recruitment & Retention
Computer Equipment	Schoolwide	All Students	General Purpose Discretionary	\$25,000.00	4420		Building the Conditions	A2.4 Teacher Recruitment & Retention
Conferences and traveling	Schoolwide	All Students	General Purpose Discretionary	\$5,827.18	5200		Building the Conditions	A1.1 Pathway Programs
Postage	Schoolwide	All Students	General Purpose Discretionary	\$1,500.00	5724		Building the Conditions	A2.10 Extended Time for Teachers
Restorative Justice Coordinator	Schoolwide	All Students	General Purpose Discretionary	\$94,591.00	5736		Building the Conditions	A2.10 Extended Time for Teachers
Substitutes	Whole School	All Students	Central Resources	\$173,460.05	1151		Building the Conditions	For Emergency Coverage and Absences
Textbooks	Whole School	All Students	General Purpose Discretionary	\$10,000.00	4100		Building the Conditions	A1.1 Pathway Programs
Supplies	Whole School	All Students	General Purpose Discretionary	\$100,000.00	4310		Building the Conditions	A1.1 Pathway Programs
Supplies for academy programs to provide a deeper experience for students in their CTE courses	Whole School	All Students	California Partnership Academy	\$94,686.19	4310		Building the Conditions	A1.3 A-G Completion
HEROES program for attendance accounting in an effort to have better attendance data and improve attendance systems and overall student attendance.	Whole School	Low-Performing Students	Measure N	TBD	4300		Comprehensive Student Supports	A2.2 Social Emotional Learning
Turn it in program	Whole School	All Students					Building the Conditions	A2.9 Targeted School Improvement Support
Regroup Emergency alert system for community	Whole School	All Students					Building the Conditions	A2.2 Social Emotional Learning
With the school administrator transition (one co-principal position is being consolidated), allocate one Assistant Principal position to support Pathway Directors and Pathway Teams with operational, instructional, and professional development support in service of building Oakland Tech's capacity to develop quality pathways.	Whole School	All Students	Measure N	\$137,313.52	1320	10APRH9999	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
C.S. - 9TH GRADE (MT) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Grade Level Team	All Students	Measure N	\$95,644.63	1105	K12TCH2542	Rigorous Academics	A1.1 Pathway Programs
C.S. - 9TH GRADE (F) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Grade Level Team	All Students			1105		Rigorous Academics	A1.1 Pathway Programs
C.S. - 9TH GRADE (TA) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Grade Level Team	All Students	Measure N	\$81,922.42	1105	K12TCH2522	Rigorous Academics	A1.1 Pathway Programs

C.S. - COMPUTER ACADEMY to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Pathways	All Students	Measure N	\$122,805.00	1105		Rigorous Academics	A1.1 Pathway Programs
In order to ensure our students with IEP have access to pathway courses, we are allocating funding for additional classes for students with IEPs during 0 period to ensure they receive the educational support to master concepts taught in pathway classes. Teachers pre teach concepts and reteach concepts based on student need.	Departmental Team	Students with Disabilities	Measure N	\$30,000.00	1120		Comprehensive Student Supports	A2.10 Extended Time for Teachers
Principal Coaching to support the leadership capacity-building in the Admin team and ILT to strengthen our instructional core in all pathways and courses with a focus on English Language development, teacher coaching, pathway development and culturally responsive teaching strategies.	Whole School	All Students	Measure N	\$45,000.00	5825		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS
COUNSELOR to provide increased services to students in pathways to reduce counseling loads and providing greater pathway experiences for students.	Whole School	All Students	Measure N	\$102,899.00	5732		Building the Conditions	A2.9 Targeted School Improvement Support
LIBRARY TECH	Whole School	All Students	General Purpose Discretionary	\$63,080.15	2205	24LBCS9999	Building the Conditions	A2.9 Targeted School Improvement Support
CCRS	Whole School	All Students			5782		Building the Conditions	A2.9 Targeted School Improvement Support
ILT stipends for department heads and pathway directors. ILT will hone instructional coaching skills to be able to provide better support to teachers in their departments and pathways.	All Pathways	All Students	LCFF Supplemental	\$30,000.00	1120		Building the Conditions	A2.10 Extended Time for Teachers
Extra pay for teachers to plan professional development to move Tech to a block schedule in service of learning about the systems and structures for wall-to-wall pathways.	Whole School	All Students	Measure N	\$4,000.00	1120		Building the Conditions	A2.10 Extended Time for Teachers
Staff stipends to tutor students before school to increase class passage rates to allow students to maintain pathway enrollment.	Whole School	All Students	TBD	\$6,500.00	2220		Comprehensive Student Supports	A1.3 A-G Completion
Admission costs for study trips for academy	All Pathways	All Students	California Partnership Academy	\$14,000.00	5829		Building the Conditions	A1.1 Pathway Programs
Contracting services to provide additional experiences to student in pathways	All Pathways	All Students	California Partnership Academy	\$16,850.00	5826		Building the Conditions	A1.1 Pathway Programs
Conferences and traveling fees for external professional development related to Linked Learning Pathways in service of extended learning opportunities to increase amount and quality of instruction.	All Pathways	All Students	California Partnership Academy	\$11,427.00	5220		Career Technical Education	A2.5 Teacher Professional Development for CCSS & NGSS

Computer equipment to purchase additional chromebooks and carts for each teacher in pathways. There are existing chromebooks that need replacing	All Pathways	All Students	California Partnership Academy	\$25,848.00	4420		Building the Conditions	A1.1 Pathway Programs
Surplus	All Pathways	All Students	California Partnership Academy	\$71,706.00	4399		Building the Conditions	A1.1 Pathway Programs
Supplies will be used to provide students with the necessary materials needed throughout the year to ensure students and teachers have the resources they need.	All Pathways	All Students	California Partnership Academy	\$22,000.00	4310		Building the Conditions	A1.1 Pathway Programs
Meeting Refreshments for advisory meetings and pathway showcase events throughout the year.	All Pathways	All Students	California Partnership Academy	\$2,000.00	4311		Building the Conditions	A1.1 Pathway Programs
Clerical salaries overtime to provide pathways additional support through parent nights and meetings	All Pathways	All Students	California Partnership Academy	\$3,000.00	2425		Building the Conditions	A1.1 Pathway Programs
Teacher salaries stipends for pathway teachers to perform extra duties and collaboration time	All Pathways	All Students	California Partnership Academy	\$6,500.00	1120		Building the Conditions	A2.10 Extended Time for Teachers
Teacher substitutes to provide release time to teachers to attend professional development	All Pathways	All Students	California Partnership Academy	\$5,000.00	1150		Building the Conditions	A3.4 Teacher Professional Development focused on Literacy
Supplies for lab equipment, lab equipment and licenses needed for pathways	Whole School	All Students	Atlantic Philanthropies	\$7,393.00	4110			A2.3 Standards-Aligned Learning Materials
Surplus	Whole School	All Students	Atlantic Philanthropies	\$44,357.00	4399			
Consultants to increase Parental and Family Engagement, maintain technology support and BRIEF interventions	Whole School	All Students	General Purpose Discretionary	\$165,000.00	5825		Comprehensive Student Supports	A2.9 Targeted School Improvement Support
Licenses	Whole School	All Students	General Purpose Discretionary	\$10,000.00	5846		Comprehensive Student Supports	A1.1 Pathway Programs
Copier/equipment maintenance contracts	Whole School	All Students	General Purpose Discretionary	\$38,600.00	5610		Building the Conditions	A2.3 Standards-Aligned Learning Materials
Lifeguard	Whole School	All Students	General Purpose Discretionary	\$38,503.59	2205	LIFEGU0001	Building the Conditions	A5.2 Health and Wellness (Mental & Physical Health)
Clerk typist	Whole School	All Students	General Purpose Discretionary	\$56,698.08	2405	CLKTIN0020	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)
Contracts	Whole School	All Students	21st Century	\$214,730.75	5825		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)

Supplies to support academic acceleration	Whole School	Low-Income Students	LCFF Supplemental	\$74.06	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials
Surplus	Whole School	Low-Income Students	LCFF Supplemental	\$40,000.00	4399		n/a	n/a
0.06 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$6,975.99	1105	K12TCH1272	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.2 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$11,792.51	1105	K12TCH2105	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.2 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$16,381.60	1105	K12TCH2032	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.4 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$28,130.26	1105	K12TCH1969	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$39,396.02	1105	TCSTIP0706	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.4 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$40,369.87	1105	K12TCH0959	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.4 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$40,516.04	1105	K12TCH0107	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.6 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$40,925.05	1105	K12TCH1177	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.44 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$51,359.20	1105	K12TCH0166	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
0.8 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$52,778.48	1105	TCHDPT0012	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$65,742.89	1105	K12TCH0768	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$82,453.91	1105	K12TCH0146	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS

1.0 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$85,711.80	1105	K12TCH0072	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
1.0 Teacher	Whole School	Low-Income Students	LCFF Supplemental	\$93,482.17	1105	K12TCH1117	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS
9th Grade Pathway Allocation			Measure N	\$240,000.00				
Health Pathway Allocation			Measure N	\$102,000.00				
Race Policy Law Pathway Allocation			Measure N	\$80,000.00				
Computer Pathway Allocation			Measure N	\$102,000.00				
Engineering Pathway			Measure N	\$58,000.00				
FADA Pathway			Measure N	\$80,000.00				
Surplus for Pathway Development	Whole School	All Students	Measure N	\$41,606.53				

LANGUAGE & LITERACY

What strategic actions are you taking to improve language and literacy outcomes for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Departments across disciplines have been working towards common performance assessments that incorporate literacy, academic language, performance, and reflection portions. All students are required to take the SRI three times a year to track reading levels. 9th grade teachers work with Mills Teacher Scholars to focus on inquiry and supporting struggling readers.	Partially Implemented	Not Yet Known	Student experience includes a literacy focus in all disciplines across the curriculum. Horizontal and vertical alignment across classes and departments has become somewhat stronger, as teachers (including those not in pathways) have more experiences collaborating together. CHKS data reveals that classes are becoming more engaging and relevant over time. There is no evidence of effective intervention programs yet.

IMPLEMENTATION GOALS

Identify two 2018-19 implementation goals related to Language & Literacy.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Reading Level	95% + completion of SRI with all students three times a year, and increased buy-in from teachers/students and follow up from teachers using SRI data. 75% of students will score at or above grade level on the SRI, up from 65% this Fall.	All Students	83%	90%	95%	All students make measurable progress in the development of their literacy skills.
Common Core	100% of students complete CCSS aligned performance assessments with writing, text complexity, academic discussion, and reflection components at every grade level in all disciplines at least once per year to increase student engagement and relevancy. This will build up to a senior capstone exhibition, in service of all students attaining real word communication and college/career readiness skills.	All Students	59%	N/A	64%	All students maintain a high level of cognitive engagement.

THEORY OF ACTION

Theory of Action	Through the development of literacy-based performance assessments centered on CCSS aligned writing, complex texts, and academic discussion in all courses, students will be more engaged in authentic assessments with a central literacy component to ensure they have multiple opportunities to develop grade-level literacy skills.			
How are you supporting English Language Learners?	A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels, and we will pilot a new curriculum like English 3 D or RIGOR Level 3 to increase EL academic achievement schoolwide. All teachers schoolwide will receive professional development to learn additional instructional strategies to support English language learners and struggling readers.			
How are you building conditions for students and adult learning?	To build capacity of ALL teachers to address struggling readers needs and to increase buy in, a TSA will focus on literacy professional development and building the collective understanding of the importance of SRI data. In addition, intervention classes will be put in place to provide extra help to 9th grade students reading 1 or more years below grade level.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	CSSC	Admin Team and ILT (Pathway Directors and Department Heads)	9th grade	All Departments (through ILT)

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
9th grade Literacy TSA to provide extra help to 9th grade students reading 2 or more years below grade level in service of higher A-G eligibility and graduation rates including English Learners and Newcomers.	All Students	Measure N	\$89,232.41	1119	C11TSA0367	Rigorous Academics	A1.3 A-G Completion
Intervention Class Supplies to provide additional support to students reading around 2 years below grade level in all pathway core classes. Teacher and student reading program materials and licenses included.	All Students	Measure N	\$15,000.00	4310		Comprehensive Student Supports	A3.2 Reading Intervention
Teacher stipends to participate in a year long PLC to develop effective comprehensive student support structures within pathway core classes on the best literacy practices, with a focus on those reading 1 to 2 years below grade level in service of meeting state's academic proficiency or advanced levels of academic achievement in core subjects.	Low-Performing Students	Measure N	\$9,000.00	1120		Comprehensive Student Supports	A4.1 English Learner Reclassification
Literacy curriculum will be purchased to provide Tier 2 and 3 reading support for students reading 2 or more years below grade level and our students who are English Learners in all pathway core classes. Lightsail is a likely option.	English Learners	Measure N	\$10,000.00	4310		Comprehensive Student Supports	A4.1 English Learner Reclassification
Surplus	Low-Performing Students	Title I: Parent Participation	\$5,849.10	4399		Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy

RIGOROUS ACADEMICS and CAREER TECHNICAL EDUCATION

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Pathway Theme	2	2+	3-	Oakland Tech offers 5 varied career pathways for students in grades 10th-12th. Systems to increase awareness around pathway theme and enrollment for all 9th graders has improved greatly in recent years. Increasing retention/interest in pathway CTE classes in the 11th and 12th grades is a challenge for some pathways. More teachers identify with a pathway than previously, but there are still many teachers who do not identify with the school's pathway focus (Math, PE, Foreign Language).
Integrated Core	2	2+	2+	The core is becoming more integrated with most pathways exploring ways of integrating CTE themes with English and History courses, at least in the 10th grade. However, our lack of pathway purity due to master schedule issues impedes a true interdisciplinary, integrated core at all grade levels.
Cohort Scheduling	2	2	2+	Improvements have been made in cohorting pathway students together in English and History with pathway teachers, at least in the 10th grade. However, our current bell schedule makes pathway purity impossible and cohorting at upper grade levels a major challenge. We will provide professional development around block scheduling in order to move the school to a bell schedule that is more conducive to pathway cohorting.
BUILDING A RIGOROUS ACADEMIC CORE: STUDENT CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Rigorous, Relevant and Integrated Learning	2+	2	2+	Tech has many fantastic teachers and rigorous courses/programs. Pathways are increasingly focused on culturally relevant and interdisciplinary PBL approaches aligned to CTE and CCSS standards at each grade level. There is a schoolwide focus on literacy-based performance assessments. However, vertical maps of these assessments and a senior exhibition practice need to be strengthened. There are still gaps in rigor and expectations across campus.
Collaborative Learning	2+	2	3	Almost all courses at Tech offer collaborative learning opportunities with heterogeneous groups. Many teachers are exploring interdisciplinary and PBL approaches.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Sharing Best Practice	2+	3	3-	There are many structures in place for sharing best practice, including shared conference periods, pathway meetings, department meetings, ILT. Most teachers share best practices with one or more other teachers on at least a weekly basis. With this said, practices around analyzing student work and sharing best practices across disciplines/programs schoolwide need to be strengthened.
Collaboration Time	1	2	2+	Weekly short Wednesdays allow for after school collaboration time. Most pathway teachers have collaborative prep periods built into their teaching schedules as well. The scope and sequence of this collaboration time for 2018-19 is currently being developed, so that all PD is relevant and well-planned.
Professional Learning	2	2+	2+	This year, Tech has had a clear schedule for various PD structures. Tech has also had four clear goals for the year that focused professional development efforts. Administration has reflected on these goals and modified them for next year. We will work to revamp the professional development structure for next year to better serve these goals. In addition, many teachers feel that Tech does not provide sufficient funding/opportunities to seek discipline-specific PD outside of the school/district.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve standards-based instruction, graduate capstone, standards-aligned interdisciplinary units/thematic units at each grade level, and improved course passage rates for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Departments across disciplines have been working towards common performance assessments that incorporate literacy, academic language, performance, and reflection portions. As a result of deliberate actions by pathway teams, administraiton, and counselors, there has been a substantial increase in the number of students participating in and passing dual enrollment and concurrent enrollment courses through Peralta colleges. In addition, AP classes are taken and passed more by all subgroups at Tech than at any other high school across the district. APs offered for all students in a pathway (for instance Computer Science in Computer Academy) expand and diversify the number of students taking APs. A formal peer tutoring program will be developed to provide additional support for students. Being able to provide support will engage students who have not typically enrolled in rigorous courses.	Partially Implemented	Not Yet Known	Student experience includes a performance assessment in all disciplines. Horizontal and vertical alignment across classes and departments becomes stronger, as teachers have more experiences collaborating with other teachers in their discipline. In addition, pathway teams work together to create strong instructional experiences and CTE classes. The high number of students taking and passing dual enrollment and concurrent enrollment courses ensure college and career readiness.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Rigorous Academics.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Standards Based Instruction/ Project-Based Learning	Students will complete literacy-focused performance assessments that vertically align and build on each other in each course 9th through 12th grade to increase student engagement, literacy skills, and A-G eligibility.	All Students	N/A	N/A	100%	All students maintain a high level of cognitive engagement.
Graduate Capstone/Culminating Experience	Students will complete a Senior Project/ Exhibition in which every graduate completes a culminating performance assessment and presents to an authentic audience to demonstrate college & career readiness skills per the district's capstone rubrics.	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Course Passage Rates	Increase Algebra passage rates in 9th grade by 5% by creating an intervention class and developing a shared practice around analyzing student work.	All Students	64%	N/A	69%	The school effectively implements the school-wide learning goals.

THEORY OF ACTION

Theory of Action	Common grade level performance assessments across disciplines will lead to an emphasis on literacy and rigorous coursework in all subjects. Pathways will anchor their curriculum/projects in their respective career fields. A Math TSA and a Literacy TSA will support struggling students by piloting Tier 2 and 3 intervention systems. We will build a peer tutoring program that will provide additional afterschool tutoring for all students. Student tutors will receive training in the summer to be able to provide services to students at the start of the year.
How are you supporting English Language Learners?	A literacy-focused TSA will teach a 9th grade pilot intervention class for students reading around two years below grade level. ELD classes taught by Ms. Davindson are also offered for EL students across grade levels and we will pilot a new curriculum like English 3 D or RIGOR Level 3.

How are you building conditions for students and adult learning?	Tech administration is working to develop a professional development scope and sequence with monthly themes that map to the school vision and goals, including planning an end-of-year and end-of-semester reflection component. PD will also focus around moving to a block schedule. Our TSAs will support teachers to improve their practice, while piloting support classes for students in need of remediation.			
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams	Department Teams
	CSSC	Admin Team and ITL (Pathway Directors and ILT)	9th Grade	All departments

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Summer training for peer-to-peer tutoring program and materials for prepare 10 student tutors to work with students needing support in all classes in the 2018-2019 school year.	All Students	Measure N	\$1,000.00	4300		Rigorous Academics	A1.3 A-G Completion
Dual enrollment teacher stipends to provide funding for teacher of record in service of students' college and career readiness for our Gifted and Talented Students (GATE) along with our overall student body.	All Students	Measure N	\$12,000.00	1120		Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy
1.0 FTE TSA to develop and teach a math support class to 9th grade students who are lacking fundamental math skills. TSA will work with math department to increase passage rates in math class to allow students greater access to pathway courses that require solid math foundations. This will improve equity in pathways and rigorous programs.	Low-Performing Students	Measure N	\$106,058.36	1119	C11TSA9999	Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy
1.0 FTE Pathway Coach to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning.	All Students	Measure N	\$66,000.00	5708	CCCPWS0003	Rigorous Academics	A2.3 Standards-Aligned Learning Materials
Summer planning for pathway teacher teams to develop new curriculum and plan intervention and extension exercises for students in service of increasing course passage rates and create actions to strengthen the core academic program and pathway growth and development.	All Students	Measure N	\$10,000.00	1120		Rigorous Academics	A2.3 Standards-Aligned Learning Materials

WORK-BASED LEARNING

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Types of Student Experiences	2	3	3	Through pathways, students have access to many and varied WBL experiences including internships, guest speakers, mentorships, job shadows, and field trips. Students both inside and outside of pathways have access to dual enrollment courses and OWE (Outside Work Experience) coordinated by our WBL liaison. With this said, the number and quality of WBL experiences vary from pathway to pathway and WBL systems need to be better institutionalized across campus.
Pathway Outcomes	1	2	2	Many pathways have a clear map of WBL graduate outcomes. However, the number quality of WBL experiences vary from pathway to pathway and WBL systems need to be better institutionalized across campus.
Pathway Evaluation	1	1+	1+	The numer and quality of WBL experiences vary from pathway to pathway and WBL systems need to be better institutionalized across campus. Also, more WBL supports for at risk students and students not in pathways are needed.

SUMMARY OF 17-18 STRATEGIC ACTIONS & IMPLEMENTATION

What strategic actions are you taking to improve career awareness, career exploration, and career preparation for students this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We hired a full-time Work Based Learning Liaison this year who coordinates dual enrollment, outside work experience, and APEX. In addition, partnerships with numerous business and foundations through our career pathways allow pathway students access to internships, job shadowing activities, etc. Students in pathways (now more than 80% of 10th graders) are enrolled in CTE classes that build real career awareness and skills. Tech continues to hone pathway outreach and enrollment processes to increase pathway participation to 80-100% schoolwide. The strategy has been to encourage 9th grade students to rank their first 3 choices for pathway in February through an Academy Fair and visits to classrooms. This year, the assignment of student advocates from the pathway to talk with potentially interested students was added.	Partially Implemented	Somewhat Effective	There has been increased participation in dual enrollment classes and increased number of students participating in work based learning opportunities. In addition, pathway enrollment has increased dramatically. Tech continues to hone pathway outreach and enrollment processes, to increase pathway participation to 80-100% There were barriers in the sense that the school provides special programs for students and these programs are not part of a pathway. This creates a disincentive for some students to choose a pathway or creates an apparent conflict between two opportunities. In addition, the school cannot currently accomodate 100% of students in pathways without major structural changes, which makes placement procedures difficult. Even so, pathway selection participation was over 80% for next year.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Work-Based Learning.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Career Awareness	By 2020, 80-100% of 10th-12th grade students will be enrolled in career pathways, with LCFF populations placed first. These pathways will provide at least 3 career awareness opportunities at each grade level (field trips, guest speakers, CTE projects). Our WBL liasion will create opportunities for non-pathway students to gain understanding of different career skills and fields through pioliting a work shadow program focusing on students that are not in pathways. A case manager will be provided to help connect students outside of pathways to WBL opportunities.	All Students	54%	55%	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

Career Exploration	All students (focus on AA/Latino/Foster youth/homeless) will experience at least one career exploration experience through mentoring by career professionals in their pathways. The Work Based Learning Liaison will prepare non-pathway and struggling students with career skills to better support them before entering work sites.	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.
Career Preparation	All students will have a minimum of three college/career preparation experiences by the end of their 12th grade (Dual Enrollment, concurrent enrollment, OWE, AP, Internship). Pathways will work to provide 11th grade students with internship opportunities. The Work Based Learning Liaison will focus on non-pathway students and students who are not bound for college.	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

THEORY OF ACTION

Theory of Action	The majority of college/career readiness experiences occur through Tech's career pathways. Therefore, Tech's pathway expansion efforts are central to achieving our work-based learning goals. Tech continues to hone pathway outreach and enrollment processes, to increase pathway participation to 80-100%. A Work Based Learning Liaison will continue to help match students with job and internship opportunities, with a focus on students not in pathways. We will work to institutionalize clearer tracking systems to record students' WBL experiences.					
How are you supporting English Language Learners?	ELL students are supported by SSS's, TSAs, or pathway directors who work with pathways to support a caseload of target students from LCFF populations. ELLs will be provided with work based education before reporting to sites to ensure students are prepared when they enter the workplace.					
How are you building conditions for students and adult learning?	Student learning is enhanced by business and community partnerships through our pathways. Pathways are given a large degree of agency over what interventions they choose to implement and fund by administration. Rather than a one-size-fits-all model, pathway teams are able to work together to decide on the best ways to support their students. Pathways are solidifying their advisory panels to be able to provide students with strong connections with industry partners.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	CSSC	ILT (Pathway Directors + Department Chairs)	All Pathway Teams		None	

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
WORK BASED LEARNING Liaison to increase WBL outcomes for students at each grade level, with a focus on students in pathways and underperforming students.	All Students	Measure N	\$97,618.13	2205	STLWBL0011	Career Technical Education	A1.1 Pathway Programs

COMPREHENSIVE STUDENT SUPPORTS

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT

COMPREHENSIVE STUDENT SUPPORT	15-16 Score	16-17 Score	17-18 Current Score	Explanation (What evidence supports your claim for your pathway?)
Support of Student Needs	3-	3	3-	There is a large # of students being served coming through COST and a plethora of social-emotional supports available to students. SSSs provide support within pathways. There was no extra SSS hired; Tech interviewed and identified a person in the first semester but due to administrative challenges they were not onboarded. More academic interventions are still needed.
College & Career Plan	3-	3-	2+	All students meet with counselors and counselors provide classroom presentations at each grade level. Counselors report high caseloads. Individual college/career plans are not created for all students. Hiring another counselor will alleviate the case loads and allow for more individualized support, especially in the lower grade levels. There has been increased student engagement in the college and career center and there are many opportunities for application/financial aid help, college visits, and college presentations through the the College and Career Readiness Specialist. Principal will supervise WBL Liaison and solidify this role.

What strategic actions are you taking to improve differentiated supports for targeted populations, college readiness, social emotional supports, and conditions for student learning this year?

Summary of 17-18 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
Student Support Specialists (SSS's) serve caseloads of students in each pathway from targeted LCFF student groups. Four new SSSs were hired this year to support pathways. A parent liaison coordinates SSTs. In addition, COST structures are in place and Tech offers a variety of Tier 2 and 3 behavioral/emotional interventions. The College & Career Center was moved last year for better access and a College and Career Readiness Specialists coordinates numerous initiatives to promote college-readiness. Two restorative justice coordinators help resolve conflicts and provide restorative practices for classrooms.	Partially Implemented	Somewhat Effective	More than 95% of Tech teachers who have partnered with SSSs report improvements in the attitude and performance of caseload students. There has been an increase in restorative practices and Tech maintains considerably low suspension rates. Improving CHKS data demonstrates the value of the wide variety of emotional, mental health, and behavioral services Tech offers students.

IMPLEMENTATION GOALS

Identify three 2018-19 implementation goals related to Comprehensive Student Supports.

Goal Area	Goal	Target Student Group	2016-17 Baseline	2017-18 Target	2018-19 Target	Related WASC Goal
Conditions for Student Learning (School Climate and Culture)	All students demonstrate the school values and maintain at least 96% on-time attendance. Strengthen attendance and SART procedures to reduce chronic absence rates to under 5 % in service of increased course passage rates.	All Students	6.3%	<5%	4%	All students demonstrate the school values of Honor, Focus, Community, and Positive Expression, and maintain at least 96% positive on-time attendance.
College Access	100% of students will participate in college readiness workshops and college presentations at each grade level. Increase the number of seniors completing college applications by 10%.	All Students	N/A	N/A	100%	All students develop skills at each grade level that prepare them to succeed in college and careers by the time they graduate.

Differentiated Interventions	Strengthen tier 2 formal tutoring practices through math mentors, peer tutoring, and BOOST tutoring and develop more tutoring structures for ELL students. Develop a tier 3 literacy and math intervention curriculum and framework and implement with new TSA's.	All Students	N/A	N/A	20%	The school has effective procedures for students to recover credit for failed courses.
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THEORY OF ACTION

Theory of Action	The COST team meets weekly to discuss referred students and decide on interventions. Pathways provide Tier 1 supports through Student Support Specialists, who also provide career preparation in conjunction with the WBL liaison.					
How are you supporting English Language Learners?	A professional development strand will be developed to address the needs of ELL students. ELL students in pathways are on an SSS's caseload.					
How are you building conditions for students and adult learning?	Students will be able to receive support through Student Support Specialists and TSAs. Tutoring is available through after school programs (Math mentors and tutoring program). Increase staff capacity to respond to struggling students through all-staff PD strands that include trauma-informed practice, modifying tasks and instruction for students with special needs, and literacy intervention.					
Engagement: Who do you need to meet with moving forward to develop and then finalize this plan?	Governance Team (SSC, Parent Team, Student Leadership)	Leadership Team (ITL)	Pathway Teams		Department Teams	
	Student Leadership	College & Career Center	All		All	

STRATEGIC ACTIONS

Strategic Actions	Target Student Group for This Action	If this requires funding, what is the funding source?	Cost	Object Code	UPC	Which Linked Learning pillar does this support?	Associated LCAP Action Area
Surplus	All Students	Title I: Basic	\$237,824.60	4399		Comprehensive Student Supports	

2018-19 SINGLE PLAN FOR STUDENT ACHIEVEMENT: PROPOSED BUDGET
School: Oakland Technical High School
School ID: 305

Strategic Action	Target Student Group	Funding Source	Cost	Object Code	UPC	Associated Linked Learning Pillar	Associated LCAP Action Area	Budget Action Number
AAMA instructor to increase engagement of AA males inservice to improving A-G passage rates.	African American Males					Building the Conditions	A2.9 Targeted School Improvement Support	305-1
Turn it in program	All Students					Building the Conditions	A2.9 Targeted School Improvement Support	305-2
Regroup Emergency alert system for community	All Students					Building the Conditions	A2.2 Social Emotional Learning	305-3
C.S. - 9TH GRADE (F) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Students			1105		Rigorous Academics	A1.1 Pathway Programs	305-4
CCRS	All Students			5782		Building the Conditions	A2.9 Targeted School Improvement Support	305-5
Contracts	All Students	21st Century	\$214,730.75	5825		Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	305-6
Supplies for lab equipment, lab equipment and liscenses needed for pathways	All Students	Atlantic Philanthropies	\$7,393.00	4110			A2.3 Standards-Aligned Learning Materials	305-7
Surplus	All Students	Atlantic Philanthropies	\$44,357.00	4399				305-8
Teacher saleries stipends for pathway teachers to perform extra duties and collaboration time	All Students	California Partnership Academy	\$6,500.00	1120		Building the Conditions	A2.10 Extended Time for Teachers	305-9
Teacher substitites to provide release time to teachers to attend professional development	All Students	California Partnership Academy	\$5,000.00	1150		Building the Conditions	A3.4 Teacher Professional Development focused on Literacy	305-10

Clerical salaries overtime to provide pathways additional support through parent nights and meetings	All Students	California Partnership Academy	\$3,000.00	2425		Building the Conditions	A1.1 Pathway Programs	305-11
Supplies will be used to provide students with the necessary materials needed throughout the year to ensure students and teachers have the resources they need.	All Students	California Partnership Academy	\$22,000.00	4310		Building the Conditions	A1.1 Pathway Programs	305-12
Supplies for academy programs to provide a deeper experience for students in their CTE courses	All Students	California Partnership Academy	\$94,686.19	4310		Building the Conditions	A1.3 A-G Completion	305-13
Meeting Refreshments for advisory meetings and pathway showcase events throughout the year.	All Students	California Partnership Academy	\$2,000.00	4311		Building the Conditions	A1.1 Pathway Programs	305-14
Surplus	All Students	California Partnership Academy	\$71,706.00	4399		Building the Conditions	A1.1 Pathway Programs	305-15
Computer equipment to purchase additional chrombooks and carts for each teacher in pathways. There are existing chromebooks that need replacing	All Students	California Partnership Academy	\$25,848.00	4420		Building the Conditions	A1.1 Pathway Programs	305-16
Conferences and traveling fees for external professional development related to Linked Learning Pathways in service of extended learning opportunities to increase amount and quality of instruction.	All Students	California Partnership Academy	\$11,427.00	5220		Career Technical Education	A2.5 Teacher Professional Development for CCSS & NGSS	305-17
Contracting services to provide additional experiences to student in pathways	All Students	California Partnership Academy	\$16,850.00	5826		Building the Conditions	A1.1 Pathway Programs	305-18
Admission costs for study trips for academy	All Students	California Partnership Academy	\$14,000.00	5829		Building the Conditions	A1.1 Pathway Programs	305-19
Substitutes	All Students	Central Resources	\$173,460.05	1151		Building the Conditions	For Emergency Coverage and Absences	305-20
Lifeguard	All Students	General Purpose Discretionary	\$38,503.59	2205	LIFEGU0001	Building the Conditions	A5.2 Health and Wellness (Mental & Physical Health)	305-21
LIBRARY TECH	All Students	General Purpose Discretionary	\$63,080.15	2205	24LBCS9999	Building the Conditions	A2.9 Targeted School Improvement Support	305-22

Clerk typist	All Students	General Purpose Discretionary	\$56,698.08	2405	CLKTIN0020	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	305-23
Textbooks	All Students	General Purpose Discretionary	\$10,000.00	4100		Building the Conditions	A1.1 Pathway Programs	305-24
Supplies	All Students	General Purpose Discretionary	\$100,000.00	4310		Building the Conditions	A1.1 Pathway Programs	305-25
Equipment	All Students	General Purpose Discretionary	\$5,000.00	4410		Building the Conditions	A2.4 Teacher Recruitment & Retention	305-26
Computer Equipment	All Students	General Purpose Discretionary	\$25,000.00	4420		Building the Conditions	A2.4 Teacher Recruitment & Retention	305-27
Conferences and traveling	All Students	General Purpose Discretionary	\$5,827.18	5200		Building the Conditions	A1.1 Pathway Programs	305-28
Copier/equipment maintenance contracts	All Students	General Purpose Discretionary	\$38,600.00	5610		Building the Conditions	A2.3 Standards-Aligned Learning Materials	305-29
Postage	All Students	General Purpose Discretionary	\$1,500.00	5724		Building the Conditions	A2.10 Extended Time for Teachers	305-30
Restorative Justice Coordinator	All Students	General Purpose Discretionary	\$94,591.00	5736		Building the Conditions	A2.10 Extended Time for Teachers	305-31
Consultants to increase Parental and Family Engagement, maintain technology support and BRIEF interventions	All Students	General Purpose Discretionary	\$165,000.00	5825		Comprehensive Student Supports	A2.9 Targeted School Improvement Support	305-32
Licenses	All Students	General Purpose Discretionary	\$10,000.00	5846		Comprehensive Student Supports	A1.1 Pathway Programs	305-33
0.06 Teacher	Low-Income Students	LCFF Supplemental	\$6,975.99	1105	K12TCH1272	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-34
0.2 Teacher	Low-Income Students	LCFF Supplemental	\$11,792.51	1105	K12TCH2105	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-35

0.2 Teacher	Low-Income Students	LCFF Supplemental	\$16,381.60	1105	K12TCH2032	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-36
0.4 Teacher	Low-Income Students	LCFF Supplemental	\$28,130.26	1105	K12TCH1969	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-37
1.0 Teacher	Low-Income Students	LCFF Supplemental	\$39,396.02	1105	TCSTIP0706	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-38
0.4 Teacher	Low-Income Students	LCFF Supplemental	\$40,369.87	1105	K12TCH0959	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-39
0.4 Teacher	Low-Income Students	LCFF Supplemental	\$40,516.04	1105	K12TCH0107	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-40
0.6 Teacher	Low-Income Students	LCFF Supplemental	\$40,925.05	1105	K12TCH1177	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-41
0.44 Teacher	Low-Income Students	LCFF Supplemental	\$51,359.20	1105	K12TCH0166	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-42
0.8 Teacher	Low-Income Students	LCFF Supplemental	\$52,778.48	1105	TCHDPT0012	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-43
1.0 Teacher	Low-Income Students	LCFF Supplemental	\$65,742.89	1105	K12TCH0768	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-44
1.0 Teacher	Low-Income Students	LCFF Supplemental	\$82,453.91	1105	K12TCH0146	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-45
1.0 Teacher	Low-Income Students	LCFF Supplemental	\$85,711.80	1105	K12TCH0072	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-46

1.0 Teacher	Low-Income Students	LCFF Supplemental	\$93,482.17	1105	K12TCH1117	Rigorous Academics	A2.1 Implementation of the CCSS & NGSS	305-47
ILT stipends for department heads and pathway directors. ILT will hone instructional coaching skills to be able to provide better support to teachers in their departments and pathways.	All Students	LCFF Supplemental	\$30,000.00	1120		Building the Conditions	A2.10 Extended Time for Teachers	305-48
Supplies to support academic acceleration	Low-Income Students	LCFF Supplemental	\$74.06	4310		Building the Conditions	A2.3 Standards-Aligned Learning Materials	305-49
Surplus	Low-Income Students	LCFF Supplemental	\$40,000.00	4399		n/a	n/a	305-50
Intervention Class Supplies to provide additional support to students reading around 2 years below grade level in all pathway core classes. Teacher and student reading program materials and licenses included.	All Students	Measure N	\$15,000.00			Comprehensive Student Supports	A3.2 Reading Intervention	305-51
Surplus for Pathway Development	All Students	Measure N	\$41,606.53					305-52
Engineering Pathway		Measure N	\$58,000.00					305-53
Race Policy Law Pathway Allocation		Measure N	\$80,000.00					305-54
FADA Pathway		Measure N	\$80,000.00					305-55
Health Pathway Allocation		Measure N	\$102,000.00					305-56
Computer Pathway Allocation		Measure N	\$102,000.00					305-57
9th Grade Pathway Allocation		Measure N	\$240,000.00					305-58
C.S. - 9TH GRADE (TA) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Students	Measure N	\$81,922.42	1105	K12TCH2522	Rigorous Academics	A1.1 Pathway Programs	305-59
C.S. - 9TH GRADE (MT) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Students	Measure N	\$95,644.63	1105	K12TCH2542	Rigorous Academics	A1.1 Pathway Programs	305-60
C.S. - COMPUTER ACADEMY to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	All Students	Measure N	\$122,805.00	1105		Rigorous Academics	A1.1 Pathway Programs	305-61
9th grade Literacy TSA to provide extra help to 9th grade students reading 2 or more years below grade level in service of higher A-G eligibility and graduation rates including English Learners and Newcomers.	All Students	Measure N	\$89,232.41	1119	C11TSA0367	Rigorous Academics	A1.3 A-G Completion	305-62

1.0 FTE TSA to develop and teach a math support class to 9th grade students who are lacking fundamental math skills. TSA will work with math department to increase passage rates in math class to allow students greater access to pathway courses that require solid math foundations. This will improve equity in pathways and rigorous programs.	Low-Performing Students	Measure N	\$106,058.36	1119	C11TSA9999	Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy	305-63
Extra pay for teachers to plan professional development to move Tech to a block schedule in service of learning about the systems and structures for wall-to-wall pathways.	All Students	Measure N	\$4,000.00	1120		Building the Conditions	A2.10 Extended Time for Teachers	305-64
Teacher stipends to participate in a year long PLC to develop effective comprehensive student support structures within pathway core classes on the best literacy practices, with a focus on those reading 1 to 2 years below grade level in service of meeting state's academic proficiency or advanced levels of academic achievement in core subjects.	Low-Performing Students	Measure N	\$9,000.00	1120		Comprehensive Student Supports	A4.1 English Learner Reclassification	305-65
Summer planning for pathway teacher teams to develop new curriculum and plan intervention and extension exercises for students in service of increasing course passage rates and create actions to strengthen the core academic program and pathway growth and development.	All Students	Measure N	\$10,000.00	1120		Rigorous Academics	A2.3 Standards-Aligned Learning Materials	305-66
Dual enrollment teacher stipends to provide funding for teacher of record in service of students' college and career readiness for our Gifted and Talented Students (GATE) along with our overall student body.	All Students	Measure N	\$12,000.00	1120		Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy	305-67
In order to ensure our students with IEP have access to pathway courses, we are allocating funding for additional classes for students with IEPs during 0 period to ensure they receive the educational support to master concepts taught in pathway classes. Teachers pre teach concepts and reteach concepts based on student need.	Students with Disabilities	Measure N	\$30,000.00	1120		Comprehensive Student Supports	A2.10 Extended Time for Teachers	305-68
With the school administrator transition (one co-principal position is being consolidated), allocate one Assistant Principal position to support Pathway Directors and Pathway Teams with operational, instructional, and professional development support in service of building Oakland Tech's capacity to develop quality pathways.	All Students	Measure N	\$137,313.52	1320	10APRH9999	Building the Conditions	A5.1 School Culture & Climate (Safe & Supportive Schools)	305-69

WORK BASED LEARNING Liasion to increase WBL outcomes for students at each grade level, with a focus on students in pathways and underperforming students.	All Students	Measure N	\$97,618.13	2205	STLWBL0011	Career Technical Education	A1.1 Pathway Programs	305-70
HEROES program for attendance accounting in an effort to have better attendnace data and improve attendnace systems and overall student attendance.	Low-Performing Students	Measure N		4300		Comprehensive Student Supports	A2.2 Social Emotional Learning	305-71
Summer training for peer-to-peer tutoring program and materials for prepare 10 student tutors to work with students needing support in all classes in the 2018-2019 school year.	All Students	Measure N	\$1,000.00	4300		Rigorous Academics	A1.3 A-G Completion	305-72
Literacy curriculum will be purchased to provide Tier 2 and 3 reading support for students reading 2 or more years below grade level and our students who are English Learners in all pathway core classes. Lightsail is a likely option.	English Learners	Measure N	\$10,000.00	4310		Comprehensive Student Supports	A4.1 English Learner Reclassification	305-73
1.0 FTE Pathway Coach to support the alignment of the assistant principals to the pathways and build the instructional capacity of pathway teams to build quality collaboration that focuses on the instructional core and Linked Learning.	All Students	Measure N	\$66,000.00	5708	CCCPWS0003	Rigorous Academics	A2.3 Standards-Aligned Learning Materials	305-74
COUNSELOR to provide increased services to students in pathways to reduce counseling loads and providing greater pathway experiences for students.	All Students	Measure N	\$102,899.00	5732		Building the Conditions	A2.9 Targeted School Improvement Support	305-75
Principal Coaching to support the leadership capacity-building in the Admin team and ILT to strengthen our instructional core in all pathways and courses with a focus on English Language development, teacher coaching, pathway development and culturally responsive teaching strategies.	All Students	Measure N	\$45,000.00	5825		Building the Conditions	A2.5 Teacher Professional Development for CCSS & NGSS	305-76
Staff stipends to tutor students before school to increase class passage rates to allow students to maintain pathway enrollment.	All Students	TBD	\$6,500.00	2220		Comprehensive Student Supports	A1.3 A-G Completion	305-77
Surplus	All Students	Title I: Basic	\$237,824.60	4399		Comprehensive Student Supports		305-78
Surplus	Low-Performing Students	Title I: Parent Participation	\$5,849.10	4399		Rigorous Academics	A3.4 Teacher Professional Development focused on Literacy	305-79

Title I School Parental Involvement Policy 2017-2018
Oakland Technical High School
4351 Broadway
Oakland, CA 94612

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

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

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

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

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

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

Building Parent Capacity for Involvement

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

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

Office: (510) 875-4281
Direct: (510) 875-3551
Fax: (510) 875-3571

Email: gabriel.valenzuela@ousd.org

School-Home Compact

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

Part 3. Shared Responsibilities for High Student Academic Achievement

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

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

Accessibility

The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

This includes providing information and school reports in a form and language parents understand:

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

Part 4. Adoption

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

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

This policy was adopted by the Oakland Technical High School Site Council on (March 20, 2018) and will be in effect for the 2017-18 school year. The school will distribute this policy to all parents of participating Title I, Part A, children. It will be made available to the local community.

The Oakland Technical High's notification to parents of this policy will be in an understandable uniform format and, to the extent practicable, provided in a language the parents can understand.

(Principal's signature)

A handwritten signature in black ink, appearing to be "John D. [unclear]". The signature is written in a cursive style with a large, prominent initial "D".

3/20/18

OAKLAND TECHNICAL HIGH SCHOOL SCHOOL-HOME COMPACT

2017-2018

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

This School-Parent Compact is in effect during the 2017-2018 school year.

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

- Agree to provide a safe, supportive, and effective learning environment for all students.
- We will do this by making clear our expectations for student performance both in and outside the classroom, and reviewing these expectations on a regular basis.
- We agree to provide curriculum and instruction that is of high quality and is designed to enable all students to meet the state's academic achievement standards.
- We agree to continually work on our teaching strategies so that we can successfully teach all students.
- We agree to hold a conference 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 appropriate orientation and opportunities for parents who wish to volunteer or observe in their students' classrooms.

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

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

We, 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 follow school rules and show respect for every person at the school.
- We agree to carry information between the school and our homes.

Student: (Name / Signature)

Parent/Guardian Signature (Name / Signature)

Teacher Signature (Name / Signature)



2017-2018

School Site Council Membership Roster – High School

School Name: Oakland Technical High School

Chairperson : Johanna Langill
Vice Chairperson: Errico Bachicha
Secretary: Denise Holladay

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
JOHANNA LANGILL		X			
ERRICO BACHICHA		X			
DENISE HOLLADAY		X			
DEBORAH GREEN		X			
JOSUE DIAZ	X				
KWAME PAYNE			X		
LIBBI ZIEGLER				X	
JULIA MA				X	
CHERISSE GASH				X	
Macy Hatfield					X
Satchel Martin					X
Maxwell Stern					X

Meeting Schedule (day/month/time)	3RD TUESDAYS OF EACH MONTH AT 6PM
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SSC Legal Requirements: (Ed. Code 52852)

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

1-Principal
4-Classroom Teachers
1-Other Staff
AND
3-Parent /Community
3-Students