PROPOSED 2019-20 SCHOOL SITE BUDGET **Site Number:** 305 **School:** Oakland Technical High School

Resource	Allocation	Total Expended	Total Remaining	Resource	Allocation	Total Expended	Total Remaining
21st Century Community Learning Centers	$214,789.60	$214,790.00	-$0.40	Low-Performing Students Block Grant (LPSBG)	$85,873.00	$12,873.00	$73,000.00
After School Education & Safety (ASES)	$0.00	$0.00	$0.00	Comprehensive Support & Improvement (CSI) Grant	$0.00	$0.00	$0.00
General Purpose Discretionary	$399,800.00	$325,623.66	$74,176.34	Measure G	$0.00	$0.00	$0.00
LCFF Supplemental	$736,852.00	$710,614.19	$26,237.81	Measure N	$1,689,800.00	$1,689,799.97	$0.03
LCFF Concentration	$0.00	$0.00	$0.00	Measure G1	$0.00	$0.00	$0.00
Title I: Basic	$245,050.26	$215,862.67	$29,187.59	Perkins	$0.00	$0.00	$0.00
Title I: Parent Participation	$4,694.56	$5,400.95	-$706.39	California Partnership Academy	$390,000.00	$119,625.40	$270,374.60

BUDGET AMOUNT	BUDGET RESOURCE	STRATEGIC ACTION	ASSOC. SPSA AREA	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	BUDGET ACTION NUMBER
		Lifeguard		Goal 5: Students are engaged in school every day.		Enter object code at left.	3937		1.00	305-1
		Teacher coach to provide intensive coaching to teachers in the profess ion 3 years or less, RPL pathwa y development and capstone curricular coaching to pathway directors and department heads.(Woo)	Language & Literacy	Goal 1: Graduates are college and career ready.	3010		591		0.80	305-2
		Counselor		Goal 1: Graduates are college and career ready.	5732	Counselor			0.50	305-3
		CCRS	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5782	Enter object code at left.	6452	Enter position number at left.		305-4
$214,790.00	21st Century Community Learning Centers	Afterschool Program to provide enrichment to students	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		305-5
$14,181.30	California Partnership Academy	Teacher Ong to provide pathway students instruction that is designed to address content standards and pathway goals			1105	Certificated Teachers' Salaries			0.20	305-6

Amount	Fund Source	Description	Enabling Conditions	Goal	Code	Object Code	Position Number	Position	FTE	Ref
$17,812.73	California Partnership Academy	Academy Director - Brandon	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105		4263	Academy Director	0.20	305-7
$19,432.89	California Partnership Academy	Academy Director - Bailey	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105		2204	Academy Director	0.20	305-8
$21,205.06	California Partnership Academy	Teacher Johnson to provide pathway students instruction that is designed to address content standards and pathway goals		Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries			0.20	305-9
$21,817.23	California Partnership Academy	Teacher Deiana Arnold to provide pathway students instruction that is designed to address content standards and pathway goals		Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries			0.20	305-10
$25,176.19	California Partnership Academy	TSA Onyeador to provide pathway students instruction that is designed to address content standards and pathway goals		Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	772		0.20	305-11
$45,000.00	Funds from AAMA	AAMA instructor to increase engagement of AA males inservice to improving A-G passage rates.	Schoolwide Enabling Conditions		5733	Manhood Development Program, AAMA Facilitator		Enter position number at left.	0.40	305-12
$57,508.00	General Purpose Discretionary	SR LIB CLK20		Goal 2: Students are proficient in state academic standards.		Enter object code at left.	6336		1.00	305-13
$4,799.14	General Purpose Discretionary	TEACHERS SALARIES STIPENDS	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-14
$60,602.52	General Purpose Discretionary	Counselor to provide more indepth academic planning for freshmen and case management	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	3010				0.50	305-15
$10,000.00	General Purpose Discretionary	I.D. BADGES			4340	I.D. Badges				305-16
$28,000.00	General Purpose Discretionary	PAPER			4350	Paper				305-17
$2,000.00	General Purpose Discretionary	DUES & MEMBERSHIPS			5300	Dues & Memberships				305-18

Amount	Funding Source	Description	Strategy	Goal	Object Code	Object Description	Position #	Position Title	FTE	Code
$65,500.00	General Purpose Discretionary	Community school Manager to manage social emotional student interventions to ensure students in need of increased supports are served	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	5730	Community Schools Manager			0.50	305-19
$97,214.00	General Purpose Discretionary	Interprogram Restorative Justice Coordinator (CRIMMEL, KUSUM)		Goal 5: Students are engaged in school every day.	5736	Restorative Justice Facilitator				305-20
$7,781.41	LCFF Supplemental	History Teacher -Friedman	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	1835	Academy teacher	0.06	305-21
$17,172.18	LCFF Supplemental	Teacher Ketcham	Schoolwide Enabling Conditions		1105	Certificated Teachers' Salaries		Enter position number at left.	0.20	305-22
$23,402.40	LCFF Supplemental	Spanish Teacher - Dahlke	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3573	Academy teacher	0.40	305-23
$41,405.60	LCFF Supplemental	Academy Teacher - Li	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3662	Academy teacher	0.55	305-24
$41,600.87	LCFF Supplemental	Academy Teacher- Love	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4222	Academy teacher	0.55	305-25
$44,837.20	LCFF Supplemental	Academy Teacher - Sutton	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4877	Academy teacher	0.40	305-26
$46,736.33	LCFF Supplemental	Spanish Teacher - Hamel	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	1274	Spanish teacher	0.60	305-27
$48,104.90	LCFF Supplemental	Humanities Teacher - Seidelman	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105		4199	Academy Teacher	0.60	305-28
$63,416.46	LCFF Supplemental	Teacher: Portia			1105	Certificated Teachers' Salaries			0.68	305-29
$68,121.50	LCFF Supplemental	Academy Teacher - Donaldson	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4372	Academy teacher	1.00	305-30

$72,560.00	LCFF Supplemental	English teacher Fern	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	2674	English Teacher	1.00	305-31
$73,844.90	LCFF Supplemental	Academy Teacher-Barcy	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	4245	Academy teacher	1.00	305-32
$73,887.13	LCFF Supplemental	Chemistry Teacher - Lee	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4615	Chemistry teacher	1.00	305-33
$77,743.31	LCFF Supplemental	Physics Teacher - Bates	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	4907	Physics teacher	1.00	305-34
$3,000.00	LCFF Supplemental	ELD Curriculum to provide more support for newcomers and LTels to acquire more language skills	Language & Literacy	Goal 4: English Learners are reaching fluency.	4100	Textbooks		Enter position number at left.		305-35
$7,000.00	LCFF Supplemental	Postage			5910	Postage				305-36
$7,000.00	Low-Performing Students Block Grant (LPSBG)	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.	Language & Literacy	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		Enter position number at left.		305-37
	Low-Performing Students Block Grant (LPSBG)	Summer training for peer-to-peer tutoring program and materials for prepare 20 student tutors to work with students needing support in all classes in the 2019-2020 school year.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	5825	Consultants		Enter position number at left.		305-38
$5,873.00	Low-Performing Students Block Grant (LPSBG)	Peer tutors to provide in class support in ELD classes and after school tutoting	Language & Literacy	Goal 2: Students are proficient in state academic standards.	5825	N/A		N/A		305-39
	Measure N	9th Grade Pathway Allocation to provide funds for pathway growth and improvment ($179,000)	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.		Enter object code at left.		Enter position number at left.		305-40
	Measure N	Health Pathway Allocation of funds to continue pathway growth ($90,574)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.		Enter object code at left.		Enter position number at left.		305-41

Amount	Source	Description	Condition	Goal	Object Code	Object Description	Position Number	Position Title	FTE	Code
	Measure N	Race Policy Law Pathway Allocation to build and improve pathway course of study and improve student outcomes ($75,000)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Enter object code at left.		Enter position number at left.			305-42
	Measure N	Computer Pathway Allocation of funds to allow pathway growth and improved student outcomes ($50,000)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Enter object code at left.		Enter position number at left.			305-43
	Measure N	FADA Pathway of funds to improve student retention, student outcomes and pathway growth ($104,894.00)	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Enter object code at left.		Enter position number at left.			305-44
$45,000.00	Measure N	Computer Academy Allocation								305-45
$67,500.00	Measure N	Engineering Academy Allocation								305-46
$75,000.00	Measure N	RPL Allocation								305-47
$84,511.00	Measure N	Health Academy Allocation								305-48
$105,000.00	Measure N	FADA Allocation								305-49
$125,000.00	Measure N	9th Grade Allocation								305-50
$15,056.58	Measure N	Academy Teacher - Li for Engineering Academy	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	3662	Academy teacher	0.20	305-51
$15,056.58	Measure N	Teacher Li to provide pathway students instruction that is designed to address content standards and pathway goals		Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries			0.20	305-52
$21,381.40	Measure N	Teacher Madom to provide pathway students instruction that is designed to address content standards and pathway goals		Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries			0.20	305-53
$28,362.61	Measure N	Teacher Ong to provide pathway students instruction that is designed to address content standards and pathway goals			1105	Certificated Teachers' Salaries			0.40	305-54
$31,830.48	Measure N	Academy Teacher - Rivera for RPL Pathway	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105		3569	Academy teacher	0.40	305-55
$49,686.41	Measure N	Teacher Sisario to provide pathway students instruction that is designed to address content standards and pathway goals			1105	Certificated Teachers' Salaries			1.00	305-56

$111,956.38	Measure N	C.S. - 9TH GRADE (RF) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	556	Enter position number at left.	1.00	305-57
$113,055.01	Measure N	C.S. - 9TH GRADE (MT) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3945	Enter position number at left.	1.00	305-58
$114,218.48	Measure N	Teacher Wright to provide pathway students instruction that is designed to address content standards and pathway goals			1105	Certificated Teachers' Salaries			1.00	305-59
$120,870.17	Measure N	Assistant Principal to provide increased support to pathways to assist with the build out and improvement of programs of study, improve students support and increased student opportunities	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	1105	Certificated Teachers' Salaries	6277		1.00	305-60
	Measure N	Teacher stipends to provide credit recovery after school	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-61
$3,000.00	Measure N	Summer planning for teacher to provide intervention program for students to access pathway programs	Rigorous Academics	Goal 6: Parents and families are engaged in school activities.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-62
$10,000.00	Measure N	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.	Schoolwide Enabling Conditions	Goal 3: Students are reading at or above grade level.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-63
$10,000.00	Measure N	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.	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-64

$13,400.00	Measure N	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.	Rigorous Academics	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-65
$25,000.00	Measure N	Stipend to provide ECCO teacher for summer internship program	Work-Based Learning	Goal 1: Graduates are college and career ready.	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-66
$30,000.00	Measure N	Teacher collaboration stipends. Teachers will hone instructional coaching skills to be able to provide better support to teachers in their core classes and pathways.	Schoolwide Enabling Conditions		1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		305-67
$30,000.00	Measure N	Stipend for ELD enrichment 7th period class to provide additional support to students needing to inprove literacy skills	Language & Literacy	Goal 4: English Learners are reaching fluency.	1120	Certificated Teachers' Salaries: Stipends				305-68
$51,600.00	Measure N	TEACHERS SALARIES STIPENDS to provide teachers to collaborate			1120	Certificated Teachers' Salaries: Stipends				305-69
$8,000.00	Measure N	Staff stipends to tutor students before school to increase class passage rates to allow students to maintain pathway enrollment.	Rigorous Academics	Goal 5: Students are engaged in school every day.	2220	Classified Support Salaries: Stipends		Enter position number at left.		305-70
$23,597.68	Measure N	Teacher coach to provide intensive coaching to teachers in the profession 5 years or less, RPL pathway development and capstone curricular coaching to pathway directors and department heads.(Woo)	Language & Literacy	Goal 1: Graduates are college and career ready.	3010	Enter object code at left.	591	Enter position number at left.	0.20	305-71
$15,000.00	Measure N	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.	Language & Literacy	Goal 2: Students are proficient in state academic standards.	4100	Textbooks		Enter position number at left.		305-72
	Measure N	Fuel Ed online learning platform costs to provide intervention to students who have failed a class.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		Enter position number at left.		305-73

$6,000.00	Measure N	Professional Development for staff to provide structured learning activities to prepare teachers to be able to effectively teach on a block schedule.	Rigorous Academics	Goal 2: Students are proficient in state academic standards.	4396	Professional Development			305-74
$66,059.19	Measure N	PATHWAY COACHES (Vacancy Carlee) to assist pathways to build out their programs of studey, provide professional development and provide overall pathway support		Goal 5: Students are engaged in school every day.	5708	College & Career Pathway/CTE Coach		0.50	305-75
$60,602.52	Measure N	Counselor to provide more indepth academic planning and case management for freshmen	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5732			0.50	305-76
	Measure N	Student Support Specialists/BACR to provide Tier 1 interventions to pathway studnets	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.	5825	Consultants	Enter position number at left.		305-77
$4,000.00	Measure N	Peer mentor stipends for Summer Bridge, Orientation and training which will occur in June.	Rigorous Academics	Goal 5: Students are engaged in school every day.	5825	Consultants	Enter position number at left.		305-78
$4,000.00	Measure N	Stipend for support staff to manage Peer mentor and peer tutoring programs	Rigorous Academics	Goal 5: Students are engaged in school every day.	5825	Consultants	Enter position number at left.		305-79
$45,000.00	Measure N	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.	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	5825	Consultants	Enter position number at left.		305-80
$60,000.00	Measure N	Summer ECCCO internships stipends for 11th grade students to participate in summer internships in service of pathways	Work-Based Learning	Goal 1: Graduates are college and career ready.	5825	Consultants	Enter position number at left.		305-81
$101,055.48	Measure N	WORK BASED LEARNING Liasion to increase WBL outcomes for students at each grade level, with a focus on students in pathways and underperforming students.	Work-Based Learning	Goal 1: Graduates are college and career ready.	9333	WBL Liasion	3018 / Enter position number at left.	1.00	305-82

$108,749.09	Title I: Basic	TSA to provide reading interventions to 9th grade students to allow students reading below grade level intervention so that students are able to master challenging content knowledge		Goal 3: Students are reading at or above grade level.	1105	Certificated Teachers' Salaries				305-83
	Title I: Basic	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 Leaners and Newcomers.	Language & Literacy	Goal 3: Students are reading at or above grade level.	3010	Enter object code at left.	4557	TSA	1.00	305-84
$107,113.58	Title I: Basic	Consultants			5825	Consultants				305-85
	Title I: Parent Participation	Printed material for 9th grade orientation	Rigorous Academics	Goal 5: Students are engaged in school every day.	4310	School Office Supplies		Enter position number at left.		305-86
$5,400.95	Title I: Parent Participation	Supplies			4310	School Office Supplies				305-87

Action Research	**Oakland Technical High School**
Pathway/s:	9th grade, FADA, Health, Computer, RPL, Engineering
Top 5 Measure N Funding Commitments	Funding priorities include investment in TSAs to provide intervention support to students performing below grade level. Staffing to support pathway development work, professional development and collaboration. Funding to provide additional supports to students in the form of Student Support Specialists, tutoring, work based opportunities, internships and field trips.
What inquiry question is driving your reasearch to develop a quality Linked Learning pathway/school?	What structural changes are needed to fully move Tech to a full pathway school? How do we support pathway directors to grow high-quality, equitable pathways that represent the diversity of Tech? How do we grow instructional practices around performance assessment, literacy, and math to increase student outcomes across ALL student groups?
What did you discover in the past year? *(Please use data to support.)*	The staff needed a clear understanding of the scheduling possibilites. We took staff on 6 school site visits over the course of 6 months to examine their schedules, speak to staff and students and examine data. Tech is a diverse, heterogeneous school with graduation rates, SBAC scores, A-G eligibility rates, and AP scores above the state and district averages. Through an equity lens, it's important to note that African American, Latino, and English Language Learner students still perform lower than their white and Asian-American counterparts on all of these measures, particularly in math and literacy. The school is making progress on pathway expansion, but there is a lingering group of 60 tenth graders who lack a pathway home. Despite collaboration between all pathway directors, expanded outreach efforts, and processes to place LCFF population students first, pathway placement has still been challenging. It will be essential to codify pathway application, outreach, and placement procedures and to find a clear solution for the 60 outlier students not matriculating into pathways. It is also necessary to align Paideia recruitment processes to pathway recruitment pathways more clearly. The current bell schedule does not support adequately support pathway cohorting and master scheduling is a challenge. In addition, teacher satisifcation is relatively high, but in order to build a more unified staff culture, teachers not in pathways need to be more meaningfully included in professional development efforts. For instance, non-pathway teachers' current PLCs are less clearly aligned with the school vision and their structure needs to be revamped.The school climate has been steadily improving with suspension rates dropping significantly, the hallway culture feeling positive and purposeful, and California Healthy Kids Survey data demonstrating overall improvement.
What are you going to *do differently* or *change* moving forward?	Going forward, Tech administration will rework professional development Wednesdays to put a larger focus on literacy and instruction within a block schedule and to better incorporate non-pathway teachers. While literacy was a focus of this year, the data suggests that math is a large stumbling block at Tech and that both literacy and math interventions warrant attention schoolwide. Administration also hopes to add more Tier 2 and 3 academic interventions for students struggling in English and Math, in addition to the plethora of mental and emotional supports offered through COST and school service providers. A new pathway needs to be added although FADA has expanded in coming years to allow space for all students to be in pathways. Block scheduling will be a focus of PD for 2019-20. Efforts around literacy and common performance assessment that began this 2017-18 school year need to be strengthened and expanded into the 2019-20 school year. Although teachers feel valued and cared for, more solified coaching and feedback structures should be put in place for teachers' professional work to be fully recognized and shared. In pathways, structures around recording work-based learning opportunities will be enhanced and curricular sequences will continue to be honed and improved.

How do you anticipate this will improve Measure N outcomes for your students moving forward?	Going forward, Tech administration will rework professional development Wednesdays to put a larger focus on literacy and math instruction and to better incorporate non-pathway teachers. While literacy was a focus of this year, the data suggests that math is a large stumbling block at Tech and that both literacy and math interventions warrant attention schoolwide. Administration also hopes to add more Tier 2 and 3 academic interventions for students struggling in English and Math, in addition to the plethora of mental and emotional supports offered through COST and school service providers. A new pathway needs to be added or an existing one expanded in coming years to allow space for all students to be in pathways. Tech administration and teachers continue to explore the possiblity of an 8 period block schedule, in order to better accomodate pathways and allow more opportunities for students to make up failed courses. Block scheduling will be a focus of PD for 2018-19. Efforts around literacy and common performance assessment that began this 2017-18 school year need to be strengthened and expanded into the 2018-19 school year. Although teachers feel valued and cared for, more solified coaching and feedback structures should be put in place for teachers' professional work to be fully recognized and shared. In pathways, structures around recording work-based learning opportunities will be enhanced and curricular sequences will continue to be honed and improved.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

Instructions: Please choose the name of your school from the drop-down menu. Your school ID and 18-19 description, mission, and vision will automatically populate the cells below. Update this information as needed.

Tip: If you would like to edit the text and are seeing a formula, click on the cell and copy it (Command-C on a Mac or Ctrl-C on a PC/Chromebook). Then right-click on the cell, choose "Paste special," and select "Paste values only." You can now edit the text directly.

School: Oakland Technical High School	**School ID:** 305

School Description

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

School Mission and Vision

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

1B: 19-20 STRENGTHS & CHALLENGES

Instructions: Identify schoolwide strengths and challenges related to each data point.

• What strengths and challenges do you see in your 17-18 end-of-year data and any new fall data?
• Consider additional information from the Data Dashboard and any site-specific data or observations. Where are you achieving or exceeding your goals? Where are you not meeting your goals?
• Looking at your current site plan, what is being implemented as planned at your school? Where have you encountered barriers? What are some high-leverage actions you might take to address these barriers?

IMPORTANT: Be sure to discuss strengths and challenges related to the performance of your low-income students, English learners, foster youth, students with disabilities, African-American students, Latinx students, and other subgroups.

Tip: To enter a space between strengths or challenges, click "Ctrl + Enter."

State Dashboard Indicators	Strengths	Challenges/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.
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.
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%.
SBAC ELA	In 2017-18, 72% of 11th grade students met or exceeded standards in ELA whereas 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 43% of AA students met or exceeded standards in ELA, as compared to 60% of White students, which was a huge drop from the previous years data. In addition, 77.8% of EL students tested at performance level "standards not met" in ELA.
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. In 2017-18, 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, achievemetn 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.
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 in 2016-17and 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.

Pathway Participation/CTE Enrollment*	Pathway enrollment for 10th-12th graders has increased from 54.6% in 2017 to 71.9% in 2019. Pathway enrollment has increased for all sub-groups; the percentage of Special Education students enrolled in pathways has increased from 27% to 45.6% since 2016-17, the percentage of Latino students enrolled in pathways has more than doubled since 2014, and the percentage of AA students enrolled has increased by 25 percentage points since 2016-17. Pathway recruitment and selection processes for 9th graders have been revised to place LCFF student populations first and create more equitable pathways.	28.1% of students are still not enrolled in pathways. Pathway placement for incoming 10th graders is challenging, as pathways cannot accomodate all students even with the addition of RPL and the growth of FADA. 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.
English Learner Progress	34% of EL students reclassified via ELPAC at Tech in 2017 as compared to 23% 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 continues the lesson design learned from their work with Mills Teacher Scholars Program and infuseses quality SDAIE instruction for their mainstream classes.	ELLs are achieving below schoolwide averages on all metrics. 34% of students met ELPAC requirements for reclassification in 2017-18.
Suspension Rate	The suspension rate has decreased from 8% in 2011-2 to under 3% in 2017-18. 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 males are suspended at higher rates than other student sub groups. Violence is the main cause of suspensions.

1C: 19-20 STUDENT GOALS & TARGETS

Instructions: For each District measure, identify a related school goal and set 19-20 school targets. Also choose a related WASC goal from the drop-down menu. Complete any **yellow** cells below; all other cells are automatically populated based on your school data. For some indicators, you will need to select a target student group in Column C based on your school's needs.

Note: Your school goal may be the same as the District goal or may be a targeted goal for a subgroup of students.

District Goal: All students graduate college, career and community ready. (Linked to LCAP Goal 1)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Graduation Rate	92% of students will graduate.	All Students	+2pp	88.89%	90.00%	92.00%	Develop high-quality equitable wall-to-wall academies that represent our diversity
Dropout Rate	The drop out rate will drop to 14%	All Students	-3pp	19.83%	16.83%	14.00%	Develop high-quality equitable wall-to-wall academies that represent our diversity
A-G Completion Rate	72% of students of all students will graduate A-G eligible.	All Students	+3pp	66.70%	69.00%	72.00%	Develop high-quality equitable wall-to-wall academies that represent our diversity
FAFSA Completion Rate	74% of our students will complete their FAFSA application in prpeparation to attend a 2 or 4 year college.	All Students	+3pp	Coming soon	71.00%	74%%	Develop high-quality equitable wall-to-wall academies that represent our diversity

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
College Enrollment	More 51% of our student will enroll directly into a 4 year university.	All Students	2	47.40%	49.80%	51.00%	Develop high-quality equitable wall-to-wall academies that represent our diversity
Grade 10 Pathway Participation	90% of students will be admitted to and participate within a pathway cohort	All Students	+5pp	80.93%	85.93%	90.00%	Develop high-quality equitable wall-to-wall academies that represent our diversity

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Connectedness	All students will know the resources that are availiable to them on campus.	All Students	+5pp	53.26%	58.26%	61.17%	Develop high-quality equitable wall-to-wall academies that represent our diversity
Suspensions	Tech will decrease the number of African American Students being suspended to 2% by the 2019-2020 school year	African-American Students	-2pp	4.31%	2.31%	2.00%	Develop high-quality equitable wall-to-wall academies that represent our diversity
Suspensions	Tech will decrease the number of students with disabilities being suspended to 4.78% by the 2019-2020 school year	Students with Disabilities	-2pp	6.88%	4.88%	4.78%	Develop high-quality equitable wall-to-wall academies that represent our diversity
Chronic Absence	Students who are experiencing severe attendance issues will have a SART meeting.	African-American Students	-2pp	18.50%	21.53%	21.10%	Develop high-quality equitable wall-to-wall academies that represent our diversity

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	69% of all students will meet or exceed standards in English	All Students	+15 points DF3	-7.6	12.4	69%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
ELA SBAC	SPED student performance will improve by 20% to meet or exceed standards.	Students with Disabilities	+20 points DF3	-143.9	-123.9	20%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
ELA SBAC	African American student achievement will increase by 10 percentage points to ensure students meet or exceed standards.	African-American Students	+20 points DF3	-54.3	-34.3	55.3%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal

Math SBAC	All students will show a 15 % growth in math in 2019-2020	All Students	+15 points DF3	-77	Coming soon	47%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
Math SBAC	SPED students will show a 15% growth in math in 2019-2020	Students with Disabilities	+20 points DF3	-235.5	-215.5	15%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
Math SBAC	African Americans and Latino students will show a growth rate of 20% in math in 2019-2020	African-American Students	+20 points DF3	-148.7	-128.7	27% for Latino	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

Measure	School Goal	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELL Reclassification	Tech will increase its reclassification rate to 16% up from 7.3%.	English Learners	16%	7.27%	16.00%	16%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
LTEL Reclassification	Tech will increase its LTEL reclassification rate from 7% to 15%.	Long-Term English Learners	25%	6.94%	25.00%	15.00%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

Measure	School Goal	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
SRI Growth of One Year or More	19% of Tech students will demonstrate a year or more in reading growth.	All Students	+5pp	9.21%	14.21%	19.00%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
SRI Multiple Years Below Grade Level	Tech will reduce the number of students multiple years below grade level to no more than 6%.	All Students	-5pp	15.51%	10.51%	6%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work

School:	Oakland Technical High School	School ID: 305

2A: SCHOOLWIDE ENABLING CONDITIONS TO SUPPORT LINKED LEARNING

1. SCHOOL LEADERSHIP AND VISION	Current Score	Justification	Areas of Growth
School Leadership: To what extent do school/site leaders consistently demonstrate and communicate a commitment to the school vision and mission with pathways as the central strategy for school improvement?	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 devleopment. In the 2017-18 year, administrators moved towards dividing responsibilities by pathways rather than grade levels. Counseling responsibilities will for incoming students will be by counselor to build out the schoolwide pathway focus.	With many teachers and numerous students not in pathways, school leaders also emphasize the importance of other initiatives to school improvement. We continue to work to move to a full pathway model.
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?	3: Mostly	Work has been done to align systems and structures to the vision and mission, particulary 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.
Leadership Identity: To what extent do school leaders act as change leaders with pathways as the core driver?	2: Somewhat	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 and are beginning to own their acadimies and work stronger in collaboration The administration values the initiative and vision of pathway directors to expand their pathways as they see fit.	Administration must find a method of bringing more teachers into pathways as well as 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.
School Leadership & Vision Goal for 2019-20:		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
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?	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.
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?	2: Somewhat	Tech has an active ILT, SSC, FC and PTSA. These groups understand and value pathway development. We continue to work to clarifying and codifying the exact role of our teacher teams 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 administraiton 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.

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?	3: Mostly	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.	School teams are beginning to understand their roles in decision making, but work continues in this area. We are moving to a decision on the type of schedule we will chang to for the 20-21 school year. The admin team has worked to imporve our decision making structures and this work will continue.							
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)?	3: Mostly	This has improved significantly, 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. Because only a small percentage of our teachers are cohorted with a pathway the administration is working to provide resourses to students and teachers outside of pathways.	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.							
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)?	4: Completely	All administrators are in consesus 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.							
Systems & Structures Goal for 2019-20:	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 provide teachers with professional development focused on rigorous academics strategies to engage students reading below grade level. Administration will continue to prioritize building a positive staff and student culture.									

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal	Which school team(s) does this action support?
Afterschool Program to provide enrichment to students	21st Century Community Learning Centers	$214,790.00		Enter object code at left.		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	Whole School
Academy Director - Bailey	California Partnership Academy	$19,432.89	1105		2204	Academy Director	0.20	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Academy Director - Brandon	California Partnership Academy	$17,812.73	1105		4263	Academy Director	0.20	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
TSA Onyeador to provide pathway students instruction that is designed to address content standards and pathway goals	California Partnership Academy	$25,176.19	1105	Certificated Teachers' Salaries	772		0.20	Rigorous Academics		Goal 5: Students are engaged in school every day.	

Description	Funding Source	Amount	Object Code	Object Description	Position Number	Position Title	FTE	Strategy	Enabling Conditions	Goal	Scope
Teacher Deiana Arnold to provide pathway students instruction that is designed to address content standards and pathway goals	California Partnership Academy	$21,817.23	1105	Certificated Teachers' Salaries			0.20	Rigorous Academics		Goal 1: Graduates are college and career ready.	
Teacher Johnson to provide pathway students instruction that is designed to address content standards and pathway goals	California Partnership Academy	$21,205.06	1105	Certificated Teachers' Salaries			0.20	Rigorous Academics		Goal 2: Students are proficient in state academic standards.	
Teacher Ong to provide pathway students instruction that is designed to address content standards and pathway goals	California Partnership Academy	$14,181.30	1105	Certificated Teachers' Salaries			0.20				
AAMA instructor to increase engagement of AA males inservice to improving A-G passage rates.	Funds from AAMA	$45,000.00	5733	Manhood Development Program, AAMA Facilitator		Enter position number at left.	0.40	Rigorous Academics	Schoolwide Enabling Conditions		
Counselor to provide more indepth academic planning for freshmen and case management	General Purpose Discretionary	$60,602.52	3010				0.50	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Grade Level Team
TEACHERS SALARIES STIPENDS	General Purpose Discretionary	$4,799.14	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.			Schoolwide Enabling Conditions		
I.D. BADGES	General Purpose Discretionary	$10,000.00	4340	I.D. Badges							
PAPER	General Purpose Discretionary	$28,000.00	4350	Paper							Whole School
DUES & MEMBERSHIPS	General Purpose Discretionary	$2,000.00	5300	Dues & Memberships							Whole School
Interprogram Restorative Justice Coordinator (CRIMMEL, KUSUM)	General Purpose Discretionary	$97,214.00	5736	Restorative Justice Facilitator				Building the Conditions		Goal 5: Students are engaged in school every day.	Whole School
SR LIB CLK20	General Purpose Discretionary	$57,508.00		Enter object code at left.	6336		1.00	Building the Conditions		Goal 2: Students are proficient in state academic standards.	
Community school Manager to manage social emotional student interventions to ensure students in need of increased supports are served	General Purpose Discretionary	$65,500.00	5730	Community Schools Manager			0.50	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 6: Parents and families are engaged in school activities.	Whole School
Teacher Ketcham	LCFF Supplemental	$17,172.18	1105	Certificated Teachers' Salaries		Enter position number at left.	0.20		Schoolwide Enabling Conditions		
Physics Teacher - Bates	LCFF Supplemental	$77,743.31	1105	Certificated Teachers' Salaries	4907	Physics teacher	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Whole School
Humanities Teacher - Seidelman	LCFF Supplemental	$48,104.90	1105		4199	Academy Teacher	0.60	Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways

Academy Teacher-Barcy	LCFF Supplemental	$73,844.90	1105	Certificated Teachers' Salaries	4245	Academy teacher	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Academy Teacher- Love	LCFF Supplemental	$41,600.87	1105	Certificated Teachers' Salaries	4222	Academy teacher	0.55	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Academy Teacher - Li	LCFF Supplemental	$41,405.60	1105	Certificated Teachers' Salaries	3662	Academy teacher	0.55	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Spanish Teacher - Dahlke	LCFF Supplemental	$23,402.40	1105	Certificated Teachers' Salaries	3573	Academy teacher	0.40	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Spanish Teacher - Hamel	LCFF Supplemental	$46,736.33	1105	Certificated Teachers' Salaries	1274	Spanish teacher	0.60	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
History Teacher -Friedman	LCFF Supplemental	$7,781.41	1105	Certificated Teachers' Salaries	1835	Academy teacher	0.06	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Academy Teacher - Donaldson	LCFF Supplemental	$68,121.50	1105	Certificated Teachers' Salaries	4372	Academy teacher	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
English teacher Fern	LCFF Supplemental	$72,560.00	1105	Certificated Teachers' Salaries	2674	English Teacher	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	
Chemistry Teacher - Lee	LCFF Supplemental	$73,887.13	1105	Certificated Teachers' Salaries	4615	Chemistry teacher	1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	Whole School
Academy Teacher - Sutton	LCFF Supplemental	$44,837.20	1105	Certificated Teachers' Salaries	4877	Academy teacher	0.40	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Postage	LCFF Supplemental	$7,000.00	5910	Postage							
Teacher: Portia	LCFF Supplemental	$63,416.46	1105	Certificated Teachers' Salaries			0.68				
Academy Teacher - Rivera for RPL Pathway	Measure N	$31,830.48	1105		3569	Academy teacher	0.40	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways

Description	Measure	Amount	Object Code	Object Name	Position Number	Position Title	FTE	Strategy	Condition	Goal	Group
Academy Teacher - Li for Engineering Academy	Measure N	$15,056.58	1105	Certificated Teachers' Salaries	3662	Academy teacher	0.20	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	All Pathways
Teacher collaboration stipends. Teachers will hone instructional coaching skills to be able to provide better support to teachers in their core classes and pathways.	Measure N	$30,000.00	1120	Certificated Teachers' Salaries: Stipends	N/A	Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions		
C.S. - 9TH GRADE (MT) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Measure N	$113,055.01	1105	Certificated Teachers' Salaries	3945	Enter position number at left.	1.00	Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	All Pathways
C.S. - 9TH GRADE (RF) to provide pre-pathway CTE & freshman seminar curriculum to increase 10th grade readiness.	Measure N	$111,956.38	1105	Certificated Teachers' Salaries	556	Enter position number at left.	1.00	Building the Conditions	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	All Pathways
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.	Measure N	$10,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 3: Students are reading at or above grade level.	Whole School
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.	Measure N	$45,000.00	5825	Consultants		Enter position number at left.		Building the Conditions	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Counselor to provide more indepth academic planning and case management for freshmen	Measure N	$60,602.52	5732				0.50	Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Grade Level Team
TEACHERS SALARIES STIPENDS to provide teachers to collaborate	Measure N	$51,600.00	1120	Certificated Teachers' Salaries: Stipends							
PATHWAY COACHES (Vacancy Carlee) to assist pathways to build out their programs of study, provide professional development and provide overall pathway support	Measure N	$66,059.19	5708	College & Career Pathway/CTE Coach			0.50	Career Technical Education		Goal 5: Students are engaged in school every day.	
Teacher Li to provide pathway students instruction that is designed to address content standards and pathway goals	Measure N	$15,056.58	1105	Certificated Teachers' Salaries			0.20	Rigorous Academics		Goal 2: Students are proficient in state academic standards.	
Teacher Madom to provide pathway students instruction that is designed to address content standards and pathway goals	Measure N	$21,381.40	1105	Certificated Teachers' Salaries			0.20	Rigorous Academics		Goal 1: Graduates are college and career ready.	Whole School

Description	Funding Source	Amount	Object Code	Object Description	Position #		FTE	Category	Condition	Goal	Whole School
Teacher Ong to provide pathway students instruction that is designed to address content standards and pathway goals	Measure N	$28,362.61	1105	Certificated Teachers' Salaries			0.40				
Teacher Sisario to provide pathway students instruction that is designed to address content standards and pathway goals	Measure N	$49,686.41	1105	Certificated Teachers' Salaries			1.00				
Teacher Wright to provide pathway students instruction that is designed to address content standards and pathway goals	Measure N	$114,218.48	1105	Certificated Teachers' Salaries			1.00				
Assistant Principal to provide increased support to pathways to assist with the build out and improvement of programs of study, improve students support and increased student opportunities	Measure N	$120,870.17	1105	Certificated Teachers' Salaries	6277		1.00	Rigorous Academics	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	
9th Grade Pathway Allocation to provide funds for pathway growth and improvment ($179,000)	Measure N			Enter object code at left.		Enter position number at left.		Career Technical Education	Schoolwide Enabling Conditions	Goal 2: Students are proficient in state academic standards.	
Health Pathway Allocation of funds to continue pathway growth ($90,574)	Measure N			Enter object code at left.		Enter position number at left.		Career Technical Education	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	
Race Policy Law Pathway Allocation to build and improve pathway course of study and improve student outcomes ($75,000)	Measure N			Enter object code at left.		Enter position number at left.		Career Technical Education	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	
Computer Pathway Allocation of funds to allow pathway growth and improved student outcomes ($50,000)	Measure N			Enter object code at left.		Enter position number at left.		Career Technical Education	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	
FADA Pathway of funds to improve student retention, student outcomes and pathway growth ($104,894.00)	Measure N			Enter object code at left.		Enter position number at left.		Career Technical Education	Schoolwide Enabling Conditions	Goal 5: Students are engaged in school every day.	
Consultants	Title I: Basic	$107,113.58	5825	Consultants							
TSA to provide reading interventions to 9th grade students to allow students reading below grade level intervention so that students are able to master challenging content knowledge	Title I: Basic	$108,749.09	1105	Certificated Teachers' Salaries				Comprehensive Student Supports		Goal 3: Students are reading at or above grade level.	
Supplies	Title I: Parent Participation	$5,400.95	4310	School Office Supplies							
CCRS		Base	5782	Enter object code at left.	6452	Enter position number at left.		Comprehensive Student Supports	Schoolwide Enabling Conditions	Goal 1: Graduates are college and career ready.	Whole School
Lifeguard		Base		Enter object code at left.	3937		1.00	Building the Conditions		Goal 5: Students are engaged in school every day.	

Counselor		Base	5732	Counselor			0.50	Comprehensive Student Supports		Goal 1: Graduates are college and career ready.	
9th Grade Allocation	Measure N	$125,000.00									
Computer Academy Allocation	Measure N	$45,000.00									
Engineering Academy Allocation	Measure N	$67,500.00									
FADA Allocation	Measure N	$105,000.00									
Health Academy Allocation	Measure N	$84,511.00									
RPL Allocation	Measure N	$75,000.00									

LANGUAGE & LITERACY

	School:	Oakland Technical High School	Link to 18-19 SPSA

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 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. Much of our professional development time was spent on our master schedule work. We are changing our schedule to accomodate our pathway design work and allow for more remediation and acceleration.	Partially Implemented	Effective	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. We have spent a considerable time educating teachers about different types of block scheduling, its impacts and benefits.

IMPLEMENTATION GOALS

Below are your Language & Literacy goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
ELA SBAC	69% of all students will meet or exceed standards in English	All Students	-7.6	12.4	69%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
ELA SBAC	SPED student performance will improve by 20% to meet or exceed standards.	Students with Disabilities	-143.9	-123.9	20%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
ELA SBAC	African American student achievement will increase by 10 percentage points to ensure students meet or exceed standards.	African-American Students	-54.3	-34.3	55.3%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
SRI Growth of One Year or More	19% of Tech students will demonstrate a year or more in reading growth.	All Students	9.21%	14.21%	19.00%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
SRI Multiple Years Below Grade Level	Tech will reduce the number of students mulitiple years below grade level to no more than 6%.	All Students	15.51%	10.51%	6%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
ELL Reclassification	Tech will increase its reclassification rate to 16% up from 7.3%.	English Learners	7.27%	16.00%	16%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
LTEL Reclassification	Tech will increase its LTEL reclassification rate from 7% to 15%.	Long-Term English Learners				Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work

THEORY OF ACTION

Theory of Action	Our leadership team will work with LLI to develop a common vision and scope of work to plan professional development that will be provided teachers. We will also have an experienced teachers coach new teachers on staff to improve their literacy instruction. 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. Davidson are also offered for EL students across grade levels, and we will pilot a new curriculum likeLanguage! or RIGOR Level 3 to increase EL academic achievement schoolwide. The SSC is partnering with Ms. Davidson to purchase the curriculum and provide training. All teachers schoolwide will receive professional development to learn additional instructional strategies ito support English language learners and struggling readers.	
How are you building conditions for student and adult learning?	Professional development will be provided to build the collective understanding of instructional practices to address diverse learners, as well as the opportunity for teachers to collectively plan to restructure curriculum to teach in a block schedule while continuing to fine tune our assessment practices. We must also educate the community on the importance of SRI data.	

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
ELD Curriculum to provide more support for newcomers and LTels to acquire more language skills	LCFF Supplemental	$3,000.00	4100	Textbooks		Enter position number at left.		Comprehensive Student Supports	Language & Literacy	Goal 4: English Learners are reaching fluency.
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.	Low-Performing Students Block Grant (LPSBG)	$7,000.00	4310	School Office Supplies		Enter position number at left.		Comprehensive Student Supports	Language & Literacy	Goal 2: Students are proficient in state academic standards.
Peer tutors to provide in class support in ELD classes and after school tutoting	Low-Performing Students Block Grant (LPSBG)	$5,873.00	5825	N/A	N/A	N/A	N/A	Comprehensive Student Supports	Language & Literacy	Goal 2: Students are proficient in state academic standards.
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.	Measure N	$15,000.00	4100	Textbooks		Enter position number at left.		Comprehensive Student Supports	Language & Literacy	Goal 2: Students are proficient in state academic standards.
Teacher coach to provide intensive coaching to teachers in the profession 5 years or less, RPL pathway development and capstone curricular coaching to pathway directors and department heads.(Woo)	Measure N	$23,597.68	3010	Enter object code at left.	591	Enter position number at left.	0.20	Comprehensive Student Supports	Language & Literacy	Goal 1: Graduates are college and career ready.

Description	Funding	Amount	Code	Object	Code	Object	FTE	Category	Focus	Goal
Professional Development for staff to provide structured learning activities to prepare teachers to be able to effectively teach on a block schedule.	Measure N	$6,000.00	4396	Professional Development				Building the Conditions	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Stipend for ELD enrichment 7th period class to provide additional support to students needing to inprove literacy skills	Measure N	$30,000.00	1120	Certificated Teachers' Salaries: Stipends				Comprehensive Student Supports	Language & Literacy	Goal 4: English Learners are reaching fluency.
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 Leaners and Newcomers.	Title I: Basic	In Enabling Conditions	3010	Enter object code at left.	4557	TSA	1.00	Building the Conditions	Language & Literacy	Goal 3: Students are reading at or above grade level.
Teacher coach to provide intensive coaching to teachers in the profess ion 3 years or less, RPL pathwa y development and capstone curricular coaching to pathway directors and department heads.(Woo)		Base	3010		591		0.80	Rigorous Academics	Language & Literacy	Goal 1: Graduates are college and career ready.

RIGOROUS ACADEMICS & CTE

RIGOROUS ACADEMICS & CTE	**School:**	**Oakland Technical High School**	

RIGOROUS ACADEMICS MEASURE N SITE ASSESSMENT

PROGRAM OF STUDY AND MASTER SCHEDULING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Pathway Theme	2+	3-	3	Oakland Tech offers 5 varied career pathways for students in grades 10th-12th. Systems to increase wareness around pathway theme and enrollment for all 9th graders has improved greatly in recent years. Increasing retainment/interest in pathway CTE classes in the 11th and 12th grades is a challenge for some pathways. More teachers identify with a pathway then 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+	3-	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+	3	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	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Rigorous, Relevant and Integrated Learning	2	2+	3-	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. Department heads meet to work on vertical and horizontal alignment within departments. There is a schoolwide focus on literacy-based performance assessments. However, vertical maps of these assessments and a senior exhibition practice continue to be areas of focus for teacher teams. There are still gaps in rigor and expectations across campus. Professional development will be more tailer to meet the needs of students, ie increased PD to provide teachers with better strategies to use to addresss their needs.
Collaborative Learning	2	3	3	Almost all courses at Tech offer collaborative learning opporunities with heterogenous groups. Many teachers are exploring interdisciplinary and PBL approaches.
BUILDING A RIGOROUS ACADEMIC CORE: TEACHER CONDITIONS	**16-17 Score**	**17-18 Score**	**18-19 Current Score**	**Explanation** *(What evidence supports your claim for your pathway?)*
Sharing Best Practice	3	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 strenghtened. Science and English department heads have anextra release period to provide support to department members, team teach lessons and model lessons.
Collaboration Time	2	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 2019-20 is currently being developed, so that all PD is relevant, teacher lead 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.

ANNUAL REVIEW OF 18-19 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?

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
9th Grade Literacy TSA has provided instructional support to the 9th grade team to build instructional practices of the collaborative teams. He has also provided support to struggling 9th grade students. Cohorts of students are being identified to provide early intervention classes at the onset of the year in an effort to be more strategic and provide earlt interventions to keep students on track to graduation. The intervention classes were not provided to teachers because we had 2 ninth grade teachers leave during the year and the TSA was out on FMLA for four months during the school year. The SSC has examined multiple curriculum and have purchased a new curriculum to be used in our ELD classes. Our teachers continue to collaborate in PLCs to improve instructional practices schoolwide. Departments across disciplines have been working towards common performance assessments that incorporate literacy, academic language, performance, and reflection portions. This work has been delayed during the second semester in an attempt to choose a schedule that allows for more flexibility in student scheduling. 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	Somewhat Effective	Growing numbers of students are experiencing the opportunity to complete 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 four 2018-19 implementation goals related to Rigorous Academics, in addition to your Math SBAC goals from Part 1: Needs & Goals.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Math SBAC	All students will show a 15 % growth in math in 2019-2020	All Students	-77	Coming soon	47%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
Math SBAC	SPED students will show a 15% growth in math in 2019-2020	Students with Disabilities	-235.5	-215.5	15%	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work

Math SBAC	African Americans and Latino students will show a growth rate of 20% in math in 2019-2020	African-American Students	-148.7	-128.7	27% for Latino	Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work
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		100%	100%	Departments develop 9-12 vertical maps of assessments and skills that build to a Senior Project or Portfolio where students defend their work to an audience
Career Technical Education Sequence	Students in pathways will participate in an CTE course of study reflective of their pathway interest.	All Students	N/A	100%	100%	Develop high-quality equitable wall-to-wall academies that represent our diversity
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	69%	80%	Departments develop 9-12 vertical maps of assessments and skills that build to a Senior Project or Portfolio where students defend their work to an audience
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.	Low-Income Students	N/A	69%	74%	Develop high-quality equitable wall-to-wall academies that represent our diversity

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. By providing students increased supports inside and outside of classrooms, ELD students will make greater educational gains. Tech will have tailered orientations for at risk studetn groups.
How are you supporting English Language Learners?	Increased professional development for all teachers as well as peer tutoring in class support n ELD and language arts classes. Teachers will receive in depth SDAIE professional development. ELD classes will receive extra support through peer mentors.
How are you building conditions for students and adult learning?	Tech Administration will continue to work to align professional development with the school vision and student and teacher need. PD will focus on teaching during a block schedule. Students will receive increased instructional support and increased opportunities to engage with online learning during the summer using Fuel ed. Intensive parent orientations will be developed to provide parents with information that will be useful to support their student to graduation.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Summer training for peer-to-peer tutoring program and materials for prepare 20 student tutors to work with students needing support in all classes in the 2019-2020 school year.	Low-Performing Students Block Grant (LPSBG)	Repeat from L&L	5825	Consultants	N/A	Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
Fuel Ed online learning platform costs to provide intervention to students who have failed a class.	Measure N	Will use Carryover	4310	School Office Supplies		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 2: Students are proficient in state academic standards.
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.	Measure N	$13,400.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.

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.	Measure N	$10,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Rigorous Academics	Rigorous Academics	Goal 1: Graduates are college and career ready.
Peer mentor stipends for Summer Bridge, Orientation and training which will occur in June.	Measure N	$4,000.00	5825	Consultants		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 5: Students are engaged in school every day.
Stipend for support staff to manage Peer mentor and peer tutoring programs	Measure N	$4,000.00	5825	Consultants		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 5: Students are engaged in school every day.
Teacher stipends to provide credit recovery after school	Measure N	will use carryover	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 1: Graduates are college and career ready.
Summer planning for teacher to provide intervention program for students to access pathway programs	Measure N	$3,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 6: Parents and families are engaged in school activities.
Staff stipends to tutor students before school to increase class passage rates to allow students to maintain pathway enrollment.	Measure N	$8,000.00	2220	Classified Support Salaries: Stipends		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 5: Students are engaged in school every day.
Printed material for 9th grade orientation	Title I: Parent Participation	Repeat from Enabling Conditions	4310	School Office Supplies		Enter position number at left.		Comprehensive Student Supports	Rigorous Academics	Goal 5: Students are engaged in school every day.

WORK-BASED LEARNING

School: Oakland Technical High School

WORK-BASED LEARNING MEASURE N SITE ASSESSMENT

WORK-BASED LEARNING	16-17 Score	17-18 Score	18-19 Current Score	Explanation *(What evidence supports your claim for your pathway?)*
Types of Student Experiences	3	3	3+	Students have access to many and varied WBL experiences including internships, guest speakers, mentorships, job shadows, and field trips through their pathways. Students both inside and outside of pathways have access to dual enrollment courses and OWE (Outside Work Experience) coordinated by our WBL liaison and our Student Support Specialists (SSS). Our schedule is a limitation to the number of internships students are able to take advantage of. Many rising 12th grade pathway students participate in ECCCO during the summer. The number and quality of WBL experiences vary from pathway to pathway and we need to continue to improve our WBL systems across campusus.
Pathway Outcomes	2	2	2+	All pathways have a clear map of WBL graduate outcomes. The number quality of WBL experiences vary from pathway to pathway. Pathways aim to ensure that all students experience many and varied WBL opportunities throught their course of study. Systems to support providing WBL opportunities to non pathway students needs improvement.
Pathway Evaluation	1+	1+	2-	Pathways are beginning to build systems to measure effectiveness of their programs. The Leaderships use data to plan, but this needs systematization accross the school.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION

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

IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.

Summary of 18-19 Strategic Actions	Fully Implemented?	Evidence of Effectiveness?	Evidence of Impact and Analysis
We hired a full-time Work Based Learning Liaison who coordinates WBL activities along with the Student Support Specialists. Student Support Specialists provide information for WBL experiences for their pathways. The Work Based Liasion is responsible for providing WBL services schoolwide and internships for students outside of pathways. Dual enrollment, outside work experience, and APEX are additional responibilities of the WBL Liaison. 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 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.	Fully Implemented	Highly Effective	There has been increased participation in dual enrollment classes and increased number of students participating in work based learning opportunities. Dual enrollemnt classes are paired with pathways to ensure enrollment, but remain open to all students. In addition, pathway enrollment has increased dramatically. Tech continues to hone pathway outreach and enrollment processes, to increase pathway participation to 80-100% and to retain students within pathways. Students who are in need of credit recovery often leave pathway CTE courses to make up credits needed for graduation. 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.

Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal
Career Awareness	By 2020, 90-100% 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). Student Support Specialists will provide WBL information and opportunities to students in their pathways. 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.	All Students	55%	100%	100%	Develop high-quality equitable wall-to-wall academies that represent our diversity
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	100%	100%	Develop high-quality equitable wall-to-wall academies that represent our diversity
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	100%	100%	Develop high-quality equitable wall-to-wall academies that represent our diversity

THEORY OF ACTION

Theory of Action	If we provide high quality WBL experiences systematically, students will be more engaged and informed about their future career options. The majority of college/career readiness experiences occur through Tech's career pathways. Tech's pathway expansion efforts and schedule change for the 2020-21 school year will be will be central to achieveing 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. ELLs will be provided with work based education before reporting to sites to ensure students are prepared when they enter the workplace. We are placing additional focus of parent education for our ELL populations that will provide them informationof their students educational standing, college enrollment and work based opportunities.
How are you building conditions for students and adult learning?	Student learning is supported through our Student Support Specialists who provide intervention to students in need. 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.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
WORK BASED LEARNING Liasion to increase WBL outcomes for students at each grade level, with a focus on students in pathways and underperforming students.	Measure N	$101,055.48	9333	WBL Liasion	3018	Enter position number at left.	1.00	Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

Summer ECCCO internships stipends for 11th grade students to participate in summer internships in service of pathways	Measure N	$60,000.00	5825	Consultants		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.
Stipend to provide ECCO teacher for summer internship program	Measure N	$25,000.00	1120	Certificated Teachers' Salaries: Stipends		Enter position number at left.		Work-Based Learning	Work-Based Learning	Goal 1: Graduates are college and career ready.

COMPREHENSIVE STUDENT SUPPORTS MEASURE N SITE ASSESSMENT				
COMPREHENSIVE STUDENT SUPPORT	**16-17 Score**	**17-18 Score**	**18-19 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. More academic interventions are still needed.
College & Career Plan	3-	2	3-	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. We are hiring 2 additional 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.

ANNUAL REVIEW OF 18-19 STRATEGIC ACTIONS & IMPLEMENTATION				
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? **IMPORTANT: If you changed or eliminated any planned staffing or activities after completing your 18-19 SPSA, please explain what and why.**				
Summary of 18-19 Strategic Actions	**Fully Implemented?**		**Evidence of Effectiveness?**	**Evidence of Impact and Analysis**
Oakland Tech has funded the Community Schools Manager position because the COST work has been instrumental in changing the school culture. The COST Team continue to grow and is building positive relationships with many different communities within our diverse studnet body. Student Support Specialists (SSS's) serve caseloads of students in each pathway from targeted LCFF student groups. We have 5 SSS's that support pathways. A parent liaison coordinates SSTs, provides family couseling provides parent engagement and educational experiences for our community. In addition, COST structures are in place and Tech offers a variety of Tier 2 and 3 behavioral/emotional interventions. The College & Career Center is in a more accessible location and has undergone restructuring of the space to provide more students to gather in the space. Tech's College and Career Readiness Specialists coordinates numerous initiatives to promote college-readiness. A restorative justice coordinator helps train students to resolve conflicts and provide restorative practices for classrooms.	Fully Implemented		Highly Effective	There have been numerous improvemnets in the student and staff culture. Teachers of students being supported by SSS's report improvements in the attitude and performance of the 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.							
Measure	School Goal	Target Student Group	17-18 School Baseline	18-19 School Target	19-20 School Target	Related WASC Goal	
Conditions for Student Learning (School Climate and Culture)	Strengthen attendance and SART procedures to reduce chronic absence rates to under 5 % in service of increased course passage rates.	All Students	<5%	4%	3%	Develop high-quality equitable wall-to-wall academies that represent our diversity	
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%	Develop high-quality equitable wall-to-wall academies that represent our diversity	
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.	All Students	N/A	N/A	30%	Develop high-quality equitable wall-to-wall academies that represent our diversity	

THEORY OF ACTION

Theory of Action	If we continue to serve the whole child, students will be better able to handle the demands of school. 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. Tier 2 services are provided by members of the Community Schools team.
How are you supporting English Language Learners?	Our Parent Liasion will prepare educational plans in conjunction with counselors to ensure successful course passage for English Language Learners. She, counselors and our ELD teacher will progress monitor all ELL students and will provide increased outreach to parents. 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). A student peer tutoring program is being developed. 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.

STRATEGIC ACTIONS

STRATEGIC ACTIONS	If this requires funding, what is the funding source?	COST	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	Which Linked Learning pillar does this support?	Associated Site Plan Priority	Associated LCAP Goal
Student Support Specialists/BACR to provide Tier 1 interventions to pathway studnets	Measure N	TBD	5825	Consultants		Enter position number at left.		Comprehensive Student Supports	Comprehensive Student Supports	Goal 5: Students are engaged in school every day.

SPSA ENGAGEMENT TIMELINE

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?
List the engagements with students, staff, faculty, families, and community partners that contributed to the development of the SPSA. Include meetings with your ILT, SSC, SELLS, PTA/PTO, and others who participated in the planning process.

EXAMPLES:

Date	Stakeholder Group	Engagement Description
11/14/2017	*SSC & SELLS combined*	*Shared rationale and overview of site plan.*
12/12/2017	*Students grades 6-7-8*	*Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.*
12/19/2017	*Instructional Leadership Team*	*Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.*
1/15/2018	*Faculty & SSC combined*	*Budget training and review budget summary including planned strategies & activities for 2018-2019. Documented feedback for ILT review.*
2/6/2018	*SPED Parent Engagement*	*Convened feedback session with SPED parents, in partnership with SPED teachers and coordinators, on FAP goals and activities to increase SPED student achievement.*

Date	Stakeholder Group	Engagement Description
8/1/2018	ILT	ILT (department chairs + pathway directors) reviewed and analyzed data around strengths and challenges and brainstormed possible high level actions.
9/18-12/18	Pathway teams	Pathway teams analyze pathway data to set priorities
9/18-12/18	Department teams	Department Head teams analyze schoolwide data and discuss data points, needs and priorities
9/18/2019	Faculty	Faculty analyze schoolwide data and discuss data points, needs and priorities
9/18-4/19	Equity Team	Equity team examined schoolwide equiry data and reported their findings to the community to aid clarity to our challenges and priorities
2/19-5/19	Master Schedule	Master Schedule team met wo develop a schedule that would allow Tech to meet its prioities while meeting our diverse needs
9/18-3/19	SSC	SSC analyzed data using a cycle of inquiry process, explored options to meet students needs