

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

June 22, 2016

**To:** Board of Education

**From:** Antwan Wilson, Superintendent  
Allen Smith, Chief of Schools  
Vernon Hal, Senior Business Officer  
Ruth Alahydoian, Chief Financial Officer  
Marcus Silvi, Officer, Office of Accountability Partners

**Re:** 2016 – 2017 Single Plan for Student Achievement (SPSA)

**Action Requested:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Oakland Technical High School.

**Background:**

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

**Discussion:**

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

**Fiscal Impact:**

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

- Title I Schoolwide Plan
- 21<sup>st</sup> Century After School Programs

**Recommendation:**

The Board of Education is requested to approve the 2016-2017 Single Plan for Student Achievement (SPSA) for Oakland Technical High School.



# OAKLAND UNIFIED SCHOOL DISTRICT

*Community Schools, Thriving Students*

## **2016-2017 Single Plan for Student Achievement (SPSA)**

**School:** Oakland Technical High School  
**CDS Code:** 1612590136051  
**Principal:** Staci Ross-Morrison  
**Date of this revision:** 6/10/2016

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

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

**Contact:** Staci Ross-Morrison

**Position:** Principal

**Address:** 4351 Broadway  
Oakland, CA 94611

**Telephone:** 510-450-5400

**Email:** [staci.ross-morrison@ousd.org](mailto:staci.ross-morrison@ousd.org)

*The District Governing Board approved this revision of the SPSA on:*

6/22/2016

**OAKLAND UNIFIED SCHOOL DISTRICT**

**Antwan Wilson, Superintendent**

**James Harris, Board President**

**2016-2017 Single Plan for Student Achievement Recommendations and Assurances**

**School Site:** Oakland Technical High School

**Site Number:** 305

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

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

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

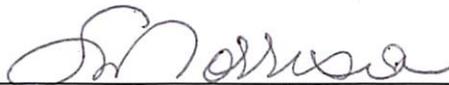
Date(s) plan was approved: May 17, 2016

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

- Fliers in students' home languages
  Announcement at a public meeting
  Other (Notices and Media Announcements, etc.)

**Signatures:**

Staci Ross-Morrison



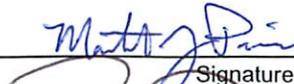
5/26/2016

Print name of School Principal

Signature

Date

Martel J. Price



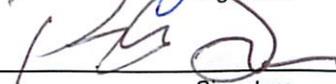
5/26/16

Print name of SSC Chairperson

Signature

Date

Preston Thomas



5/26/16

Print name of Network Superintendent

Signature

Date

Ruth Alahydoian



5-31-16

Ruth Alahydoian, Chief Financial Officer

Signature

Date

## SPSA Engagement Timeline (SSC, ILT, Sub-Committee, and Target Group Engagement)

**School Site:** Oakland Technical High School

**Site Number:** 305

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the SPSA. Include ILT Team, SSC, English Learner Sub-Committee, Staff, faculty, and students.

### EXAMPLES:

Date	Stakeholder Group	Engagement Description
10/20/2015	SSC	Shared rationale and overview of site plan.
11/1/2015	Students grades 6-7-8	Conducted student focus group to gather feedback on student leadership, school culture and effective teaching practices.
12/1/2015	Instructional Leadership Team	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
12/5/2015	Faculty & SSC combined	Budget training and review budget summary including planned strategies & activities for 2016-2017. Documented feedback for ILT review.
2/4/2016	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.

### TO BE COMPLETED:

Date	Stakeholder Group	Engagement Description
5/17/2016	CSSC	Approval of the final SPSA document
4/19/2015	CSSC	Shared rationale review of the SPSA, root cause analysis modified
Each Monday in Febru	Admin Team	Admin work sessions to write and develop the plan for non pathway, PD needs, data analysis, root cause analysis etc.
April	School Departments	Work sessions for departments to perform data analysis, creation of root cause analysis, department goal setting and professional development.
	CSSC	Work session to perform data analysis which then was added to that of other groups and became our root cause analysis.
3/3/16; 3/17/16	ILT	Work session to perform data analysis to begin to develop a needs assessment for PD
3/ 8/16; 4/12/2016	PTSA/ Measure N design team	Work session to perform data analysis which then was added to that of other groups and became our root cause analysis.

**2016-2017 Final Budget****Programs Included in This Plan**

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

<b>State Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Local Control Funding Formula Base Grant ... <b>General Purpose Discretionary #0000</b>	\$589,535.01	TBD
Local Control Funding Formula Supplemental Grant ... <b>LCFF Supplemental #0002</b>	\$539,168.76	TBD
Local Control Funding Formula Concentration Grant ... <b>LCFF Concentration #0003</b>	\$0.00	TBD
After School Education and Safety Program (FTE Only) ... <b>ASES #6010</b>	\$0.00	TBD
<b>TOTAL:</b>	<b>\$1,128,703.77</b>	<b>\$0.00</b>

<b>Federal Programs</b>	<b>Projected Budget</b>	<b>Final Budget</b>
Title I, Part A: Schoolwide Program ... <b>Title I Resource #3010</b>	\$193,580.30	TBD
Title I, Part A: Parent Engagement Activities ... <b>Title I Resource #3010</b>	\$4,962.23	TBD
21st Century Community Learning Centers (FTE only) ... <b>Title IV Resource #4124</b>	\$150,721.60	TBD
<b>TOTAL:</b>	<b>\$349,264.13</b>	<b>\$0.00</b>

## ABOUT THIS SCHOOL

### School Description

Oakland Technical High School, located at 4351 Broadway, is one of three comprehensive high schools in the Oakland Unified School District in Oakland, California. The school adjoins the economically and racially diverse Temescal and Rockridge neighborhoods of Oakland and is less than a mile from the Piedmont border. The attendance area also includes students from north Oakland and downtown Oakland, with additional students coming from the neighborhoods to the west on the Oakland-Emeryville border and Martin Luther King Jr., as well as Lake Merritt, and Montclair. However, with the school's popular school-to-career academies and the district's OPTIONS program of open enrollment, Oakland Tech draws students from all parts of the city and from both private and public schools. The strengths of the school continue 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.

### School Mission and Vision

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

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

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

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

### School Demographics

<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% LCFF</b>	<b>% English Learners</b>
	50.8%	49.2%		5.8%
	<b>% Oakland Residents</b>	<b>% SPED RSP</b>	<b>% SPED Mild- Moderate</b>	<b>% SPED Severe</b>
		12.1%		
<b>Student Population by Race/Ethnicity</b>	<b>African-American</b>	<b>American Indian/ Alaskan Native</b>	<b>Asian</b>	<b>Hispanic/Latino</b>
	33.3%	0.3%	18.7%	18.2%
	<b>Filipino</b>	<b>Pacific/ Islander</b>	<b>Caucasian</b>	<b>Multiracial</b>
	1.4%	0.4%	23.4%	3.1%

## SCHOOLWIDE STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
<p>Graduation rate for African-American males increased 4 percentage points from 2013 to 2014. Students in pathways are graduating at a rate of 91.5% and non pathway students are graduating at a percentage rate of 68%. 97% of Latino females graduated in 2013. In 2014, 86% of students receiving free and reduced lunch graduated with their cohort. Graduation rates for English language learners has improved, but remains over 30 percentage points below that of redesignated students.</p>	<p>Graduation rates for Latino males and females declined in 2013. Drop out rates for English language learners and Latino males represent the highest of all student subgroups, 32% and 23% respectively; however they have declined from 2012 to 2014. The drop out rate for African-American males has improved by 6 percentage points from 2013 to 2014, though it is 11 percentage points higher than that of Asian males, who have the strongest graduation rate of all male students. Graduation rates for English language learners are roughly 30 percentage points below redesignated students. Drop out rate for male English Learners is greater than 30%. The drop out rate for foster youth has doubled between 2012 and 2014 and is currently 50%. Cohort graduation rates for SPED students is 63%, which is 26 percentage points below their non SPED counterparts.</p>	<p>Graduation rates for Latino and English language learning students were impacted by the CAHSEE, although this is not a current measure used to determine graduation. Many students fail classes early in their educational career, and there are not many options to recover credits. Many students are entering high school without the needed prerequisite skills. Latino students and English language learners are not engaged. We need to address whether or not our English language learners are in classes where they are getting time and attention. English language learners have greater language needs that are not being addressed consistently across all graded and subjects. Greater structures are needed by English language learners and English language learners. Students may not be getting the same high expectations from adults inside and outside of school. Students are not working hard and will settle for an alternative education diploma. Large class sizes. Some students are experiencing economic pressures that require them to work outside of school, which impacts their ability to access tutoring and meet with teachers. Legal issues with citizenship may be causing stress or adding difficulties.</p>

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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<p>In 2014, 89% of white students graduated having met all A-G requirements compared to 63% of the senior class. 100% of all foster youth graduated meeting A-G requirements in 2013 and 2014. Latino females are graduating meeting A-G requirements at 58%. In 2014, 71% of redesignated students graduated meeting A-G requirements. Enrollment in AP classes has remained constant when looking at the entire student body. As students progress --on average-- the number of students enrolling in AP classes increases. In the 2014- 2015 school year, 60% of white students were enrolled in at least 1 AP class. Numbers of low income students in AP courses increased from 117 to 153 from 2012 to 2014 (2.2 percentage points). The number of seniors who have a 3.5 GPA or higher increased by 4 percentage points.</p>	<p>In 2014, English language learners and African-American students graduated meeting the A-G requirements at lower rates of comparable subgroups, 22% and 44% respectively. 53 % of Latino students graduated in 2014 having met the A-G requirements. The numbers of SPED students who graduated meeting the A-G requirements declined from 2012 to 2014, and 97% of students with IEPs did not graduate meeting A-G requirements. Female students meet A-G Graduation requirement at a higher percentage rate compared to male students. 36 % of African-American senior males met A-G requirements. During the 2015 school year, African-American and foster youth were the largest subgroup of students not enrolled in AP classes at 92% and 91% respectively.</p>	<p>Many students fail classes early in their educational career and there are not many options to recover credits. Many students are entering high school without the needed prerequisite skills. More education is needed around A-G for all. Students have experienced much trauma. Some teachers lack the cultural competency to address the behavioral issues of the students and/or the cultural knowledge to engage all students. Strong learning partnerships between students and teachers are not being formed throughout the school, although they do exist. Teachers lack of strategies to address behavioral issues or time to address them on the spot. African-American students feel less trust in their teachers. There are not enough adults on campus to support students behavioral choices. Students have many needs that need to be addressed. Low self esteem.</p>
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**Climate and Culture:**

Performance Strengths	Performance Challenges	Root Causes
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<p>218 students were referred to COST in the 2014-2015 school year. The number of students with chronic absence problems has declined from 3.3% to 2.2% from 2014 to 2015, but is the second most crucial reason students were referred to COST. African-American students are being served by the Restorative Justice program at much higher numbers than any other ethnic subgroup. The absence rate for 9th grades students are the lowest of all grades and lower than the school average. The number of African-American males who have not received a suspension increased from 2014 to 2015. The amount of foster youth who have not received a suspension increased from 2014 to 2015.</p>	<p>African-Americans, Latinos, PI ELLs and EOs are the students with absence rates greater than the school average. Foster youth are absent at a rate double the student body and are averaging 7% the current school year. Absence rates for low income students have improved from 2012 to 2016, but are greater than the school average. SPED students' absence rates have improved from 2012 to 2016 but continue to be almost twice the schools average at 7.2%. African American and SPED students are suspended more than any other group of students. Students are being suspended for violent incidents more than any other reason. SPED students make up 30% of the students suspended for violent acts. Low income students are suspended for violent incidents at a rate of 65%. Defiance is the second greatest reason students are suspended. 64% of students suspended were suspended for defiance. Of that, 37% were acts committed by SPED students.</p>	<p>Students have experienced much trauma. Some teachers lack the cultural competency to address the behavioral issues of the students. TGDS will be used by all administrators to provide teachers with effective feedback to improve instruction for all students. Through the use of TGDS, teachers will gain a knowledge of effective strategies. Strong learning partnerships between students and teachers are not being formed. Lack of strategies to address behavioral issues. African-American students feel less trust in their teachers. There are not enough adults on campus to support students behavioral choices. Students have many needs that need to be addressed. Low self esteem. SPED students need more support around responding properly, making choices and supports in classrooms so that they do not become overwhelmed with the challenging curriculum.</p>
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**Rigorous Academics:**

Performance Strengths	Performance Challenges	Root Causes
<p>Asian students taking 2 or more AP classes increased by 5 percentage points between 2012 and 2014. English language learners participation in AP classes increased by 5 percentage points from 2012 to 2014. English language learners reclassification rates increased by 23 percentage points. Long term English language learners eclassification rates increased by 27 percentage rates. 63% of all students are meeting A-G requirements.</p>	<p>Percentage of Latino students taking AP classes decreased by 2 percentage points from 2011 to 2014. A-G completion rates for African American students are 20 percentage points below the student average. A-G completion rates for English language learners are 40 percentage points below the student average.</p>	<p>Students have not been provided the appropriate academic interventions in middle school and enter high school. Students and families do not understand the A-G requirements. ELD courses are not A-G, Students are not receiving the instruction needed to learn because they must first understand the language then the learning. Harder for English language learners to understand language cues in classes. English language learners do not always seek assistance when they do not understand. Teachers need strategies to instruct English language learners. English language learners need more time to deal with the language. TGDS will be used by administrators to systematically provide feedback to teachers about their instruction to improve outcomes for all students.</p>

# SCHOOL GOALS, TARGETS & THEORY OF ACTION

## Schoolwide WASC Multi-Year Goals

- n/a

## Schoolwide Annual Goals

Focal Area	Annual School Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Increase graduation rates for English language learning students by 10 percentage points.	1: Graduates are college and career ready.	
<b>Post-Secondary Readiness:</b>	Increase the A-G completion rates of African-American students by 7 percentage points.	1: Graduates are college and career ready.	
<b>Climate and Culture:</b>	Decrease the number of referrals, suspensions, tardies each SPED student receives by 5 percentage points.	5: Students are engaged in school everyday.	
<b>Rigorous Academics:</b>	Increase the number of low income students graduating A-G ready by 10%.	1: Graduates are college and career ready.	

## Schoolwide Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	Graduation Rate	Latino Students	59.5%	63.9%	69.5%	On Track to Graduate
<b>Post-Secondary Readiness:</b>	A-G Completion	African- American Students	43.60%	46.5%	50.6%	Number of Students Enrolling in Two-Year Colleges
<b>Climate and Culture:</b>	Attendance Rate	All Students	23.5%	22.2%	20.0%	
<b>Rigorous Academics:</b>	AP Course Performance	All Students	52.5%	55%	62.5%	Number of Students Enrolling in Four-Year Colleges

## School Theory of Action

If we encourage students to become members of a pathway that best supports their educational interest and career goals and offer students a broader array of opportunities while providing support. Graduation rates will increase as a result of students taking ownership of their learning. If teachers are able to provide instruction that engages students and allows greater access to the curriculum, more students will graduate meeting UC and CSU standards. Teacher collaboration time will afford teachers the opportunities to plan the curriculum that integrates multiple aspects. Collaboration time will also allow teachers to confer about students and plan instructional interventions and activities.

## SCHOOLWIDE STRATEGIES

Strategy Area	Strategy	School Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Instructional Improvement Strategy:</b>	Students will become proficient in demonstrating their use of argument while engaging in academic discourse and writing, by increasing teachers' capacity to differentiate and meet learning needs of students.	Increase graduation rates for Latino students	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
<b>Culture &amp; Climate Improvement Strategy:</b>	An academic support system will be developed to support students who earn Ds and Fs after 1st marking period. Students will be monitored closely, and assigned academic interventions. Homeless and Foster youth will be supported by Student Support Specialists and be provided with SEL support from the Community Schools Office team.	Increased graduation rates for Latino and African American students	Equity/Access/Achievement	School Leadership & School Vision
<b>Pathway Development/Implementation Strategy:</b>	Pathway cohorts will grow and reflect the diversity of the school population. Students not in a pathway will be taught by teachers who will collaborate to increase student achievement through participating in cycles of inquiry while developing cross curricular lessons and conferring about the best instructional strategies to support students.	Increase graduation rates for Latino students	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Design Feature #1:</b>	Increasing the utility of 0 period to allow an increase in the number of dual enrollment classes available to serve students	Increase graduation rates for Latino students	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Teacher Conditions
<b>New or Emerging Design Feature #2:</b>	Pilot 9th grade Computer Science class. Cultural competency training for staff.	Increase graduation rates	Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement

<b>New or Emerging Design Feature #3:</b>	Creating a culture and attendance team that proactively engages students and families in efforts to improve attendance and school performance, while implementing effective systems to prevent students from slipping through the cracks.	Increase the A-G completion rates of African American students by 7 percentage points	Equity/Access/Achievement	Building a Rigorous Academic Core: Student Conditions
<b>Established Signature Element #1:</b>	9th grade families	Increase graduation rates	Building a Rigorous Academic Core: Student Conditions	Program of Study & Master Scheduling
<b>Established Signature Element #2:</b>	Summer Bridge program for Incoming 9th grade students to support cultural development.	Increased graduation rates	School Leadership & School Vision	Equity/Access/Achievement
<b>Established Signature Element #3:</b>	Non-pathway cohorts and all other pathways, supported by a minimum of two lead teachers with paid collaboration time, an administrator, student support provider, a counselor and a set of individualized student supports.	Increase the A-G completion rates of African American students by 7 percentage points	Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Student Conditions

**Select Key Teaching, Leadership, and Organizational Practices:**

- Parents are often brought into the conversation through Student Study Team meetings and school organized parent intervention meetings organized by service providers.
- Our homeless, foster youth and GATE identified students will receive additional support from our soon to be hires Student Support coaches. These students will make sure they are receiving the appropriate interventions and accelerations.
- All students create a California colleges.com account which allows them the opportunity to identify career interests and colleges that align with that interest. The College Career Mentoring Committee works closely with the College and Career Center to plan and organizing school wide college and career events which include, on site college visits and presentations, career and college fairs, college campus tours, college crunch week, application support, FASFA workshop, and schoolwide informational sessions.

***This practice helps support the following Title I Schoolwide Plan focus area:***

- Family Engagement
- Differentiation for GATE students

- Purchase books needed for dual enrollment classes, new computer science courses, replacement of core curriculum books and non-pathway english classes to align curriculum around grade level themes.
  - Purchase books other than textbooks to supplement the new curriculum offerings.
  - Supplies to allow the school to function through the year (paper, teacher supplies, office supplies etc).
  - Substitutes to provide coverage.
  - Equipment to purchase needed equipment for the school to run (copy machines, laminating material).
  - Computers, document cameras, projectors to replace existing equipment that is out of date and provide technology to staff.
  - Travel & Conferences to allow for staff to engage in a retreats this summer to solidify goals for upcoming school year.
  - Conference for teachers to attend professional development to address graduate capstone, argumentation and SEL training.
  - Leadership Coaching contract for Shane Shafir.
  - Supplies to provide materials to students that are required ( ID cards, replacement cards, bus passes)
  - Printed material for parents and postage
  - Stipends for ILT
  - Graduation support
  - Paid teacher collaboration time. Extended contracts for teachers.
  - Stipend for non pathway teachers to attend PD outside of the regular work day to be able to improve their practice and provide additional student supports
  - Non- Pathway student experiences based on WBL i.e. field trips and performances
  - Saturday School Interventions for students who are chronically truent
  - Transportation for students to get to work based opportunities.
  - Pilot Case Manager for Biotech and Health academies to provide additional to struggling students and an additional student support coach for non pathway students.
- Family Engagement
  - Differentiation for Low-Performing Students
  - Teacher PD
  - Targeted Support for ELLs
  - Extended Learning Time
  - Extended Learning Time
  - Differentiation for Low-Performing Students
  - Differentiation for Low-Performing Students

- Conferences/ Staff Retreat
- Site Design Lead Stipend to support new administrative structures
- On Line Portfolios for students to display learning and experiences from work based learning opportunities, teacher PD to navigate technology and licenses
- Parent education classes
- Career Workshops provided to students, senior recognition activities, honor roll celebrations
- Summer program staffing.
- AMA for Lamar Hancock to support African-American male students.
- Restorative Justice to support students.
- School BRIEF counselors and mentors.
- Pathway Coaches
- Attendance Compliance officer to support students and families struggling with attendance issues.
- Student Support Specialist to ensure students not in pathways have access to high quality work based learning opportunities.
- Work Based Learning Coordinator to provide work based learning opportunities to students.
- TSA to provide academic support for pathways.
- Math Coach to provide support for Math department, ILT and Administrative team when completing TGDS and LGDS.
- Literacy Coach to provide coaching to English department, ILT and Administrative team when completing TGDS and LGDS.
- College Access Coordinator to ensure the equal disbursements of resources throughout the entire student population.
- Spanish speaking parent to provide outreach.
- Health Academy /Biotech, 9th grade and non pathway work based learning for 2 Student Support Coach
- EMT Mentors supporting non-pathway students with a focus of ELLs, Latino, African American
- 3 Computer Science teachers
- Additional 10th grade Computer Science teacher

- Family Engagement
- Teacher PD
- Differentiation for GATE
- Family Engagement
- Extended Learning Time
- Family Engagement
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Teacher PD
- Family Engagement
- Extended Learning Time
- Extended Learning Time
- Differentiation for Low-Performing Students
- Differentiation for Low-Performing Students
- Teacher PD
- Differentiation for Low-Performing Students
- Family Engagement
- Targeted Support for ELLs
- Targeted Support for ELLs

- 1.0 FTE English teacher
- Consultant contract for technology maintenance
- Co Principal position
- TSA to provide academic support for non-pathways.
- Technical Director/CTE teacher - Building & Construction

- Targeted Support for ELLs
- Teacher PD
- Teacher PD
- Differentiation for Low-Performing Students

## **PATHWAYS AT OAKLAND TECHNICAL HIGH SCHOOL**

Oakland Technical High School is home to five pathways, in addition to the ninth grade program:

- 9th Grade
- Computer
- Fashion, Arts & Design
- Health
- Engineering
- Biotech

## **About the 9th Grade Pathway**

### **Pathway Description**

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## 9th Grade-

Our 9th grade structure has been designed to assist all students ( specifically Early Warning students) with the transition. The "House" system provides a cohort of students to be shared with a cohort of teachers. All students participate in Freshman Seminar; 18 lessons that have a focus of College/Career and Social Emotional Learning. Students are also provided with structured tutoring before and after school given by 9th grade teachers. Administration and teachers meet on a biweekly basis to discuss student interventions, support and alignment of curriculum. 9th grade also provides teachers of the same content with release days for curriculum planning/alignment as well as personal release days to conduct peer observation cycles.

Incoming first time freshmen are assigned to a house of 140 - 160 students. (A house is an organizational arrangement that assigns students and teachers to teams in a set of rooms). Self-contained special education students will continue with the same level of support. Mainstreamed students, supported by special education instructors, will be assigned to a house with the same team expectations.

### Each House:

Consists of cross-curricular teams of English, science, and social studies teachers with one member serving as a team coordinator (Lead Teacher)(stipend should be provided due to involvement in school ILT)

Has a common planning period for staff to meet.

Students remain with the teachers in their houses the entire year.

Engaging and challenging curriculum with an integrated, interdisciplinary approach that uses academic content and skill to address real world projects and problems

Academically rigorous education that maintains high expectations for each student

Careful monitoring of student performance and attendance

Data-driven decision making

Modified Block Schedule

Intensive literacy instruction delivered to students who are two grades or more below 9th grade level

Frequent contact between school and parents

Academic literacy infusion into all content areas

Ongoing recognition of accomplishments

Freshman course "Freshman Seminar"

## Pathway Mission and Vision

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**Mission:** In order to support students' smooth transition to the structures and expectations of high school and build a foundation for future college and career choices, we will establish a continuity of expectations, teach essential tools across disciplines, provide both collaborative and individual tasks that engage and challenge students.

**Vision:** Individually and collectively, students will critically engage with questions to solve problems, build resilience, and advocate for their needs and the needs of their communities.

## Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
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Student Population by Race/Ethnicity	46.2%	53.8%		2.6%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		7.7%		
	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	20.5%	0.0%	28.2%	15.4%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	2.6%	0.0%	23.1%	5.1%

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Oakland Tech has a 86% graduation rate, compared to a 60% average district-wide.	After first semester of freshman year, only 78.3% of students are on track to graduate. Schoolwide, graduation rates for English language learners are roughly 30% below other demographics.	School assessments fail to take into account multiple knowledges and skills that students bring to school. Our pedagogy privileges certain students over others. As a result, we have a racial and class inequity in the grade breakdown. And because students don't have opportunities to make up a class that they failed in 9th grade, many students leave 9th grade not on track to graduate. Additionally, because students don't have opportunities to make up a class that they failed in 9th grade, many students leave 9th grade not on track to graduate.

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
Our goal for the year 2020 was to have 80% of students enrolled in a career-aligned pathway. We were able to meet that goal in the 2015-2016 school year and place 70% of our students in academies, showing that our outreach and exposure strategies have been successful.	While the number of 10th graders who are in career-aligned pathways will increase, 30% of them will not be entering an academy, meaning that those students are going into tenth grade without any formal college support. Most of these non-academy students are African-American.	In our existing curriculum, we have no built-in structures or routines for discussing post-secondary options with students. This raises concern for our first generation college students because their families do not have the cultural and academic capital necessary to navigate the college process, so our school should step in to provide that support. While we try to expose all of our ninth graders to the career-aligned academies available at Tech, we want to reach more of our struggling students and their families.

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
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<p>Students report feeling supported by adults at the school, especially the dedicated 9th grade counselor. 9th grade house structure has created some alignment and allowed teachers to meet regularly. Some shared practices exist.</p>	<p>Operational differences between classrooms (different passes, different homework systems, grading methods, tardies) create challenges. Social capital-- if students are in a social group in which there is a "success in school culture," they are supported. Those who do not have that are being pulled down by their social group. Not many opportunities for those students to build self-esteem or get connected to sources of support other than those peers, are presented. Identity-- some students have internalized a culture of failure (exacerbated by the lack of consistency between classes).</p>	<p>The greatest challenges that students face with respect to culture and climate have dimensions that exist primarily in the operational social space of the classroom, the emotional social space of their friend groups, as well as in their internalization of themselves as learners. Over the course of a single day every student will pass through six different classrooms. Of course each classroom has different content to interface with, and this means different skills and unique practices to access that content. This is known to teachers, admin, parents, and to some extent to students. What is often left unclear are the differences in protocols between classrooms. These are latent social rules that can greatly affect how students can be successful; everything from how to get materials, to when to get out of one's seat, to how to interact with a classmate. Every teacher will be using different participant structures, they will have different homework policies, and students may not be able to parse out the differences in a timely manner. Beyond the operational social space of the classroom, every student will be heavily immersed in the emotional social space of their friend groups. The challenge for some is that a group of friends may not have to shared social capital to support each other's learning goals. In other words, some friend groups may not share experiences that are beneficial for the academic success of the constituent members of the group. If a student's friend group build their rapport and emotional bonds over studying together and helping each other succeed, this will create a vastly different set of outcomes for that friend group versus a group that build connection over a different set of practices. In other words, some groups of students use their social existence as a way to integrate into the lifestyle of success in high school, while others have a social existence that detracts from a lifestyle of success -- forcing students to choose between friends, and school. These two dimensions of challenge for students are woven deeply into the third; namely, the internalization of student's perceptions of themselves as students and as friends. When a student does get lost in the bureaucratic noise of six classes and forgets to turn things in, there is a possibility that they will take those oversights to heart. Over time, these missteps could bud into an identity of failure. This would mean that students not only expect to fail, but that they definitely will because they are failures. They did not fail; they are failures. Similarly, if students have a friend group that does not integrate easily into the practices of success in this high school, they can come to view themselves as they perceive their friends to see them. They could perceive themselves more as a friend, comedian, user, gamer, than as an academic or successful student.</p>
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## Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
Students are maintaining their level of performance from 8th to 9th grade in ELA and, in many cases, are increasing their reading level as measured by the SRI.	Certain population of students, usually students of color, coming from certain OUSD middle schools (e.g. Westlake, Roosevelt, Bret Harte) arrive at least 1 to 2 years below grade level as measured by the SRI. Additionally, students coming from smaller charter middle schools arrive reading on grade level or above, but still struggle to keep pace in a large high school with upwards of 30 student classes.	Because students have vastly different middle school experiences, students are not fully prepared for rigorous academics. The different expectations for grades, late work, etc, across their classes compounds this learning curve.

## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Have a grade distribution that does not simply reflect or reproduce incoming racial/class/gender inequities. Reflect and revise assessments and pedagogy to move towards more equitable grade outcomes Provide opportunities for students to make up classes that is not punitive and does not require them to wait until junior year		
<b>Post-Secondary Readiness:</b>	In 9th grade, we should be broadening students' understandings of college and career options.		
<b>Climate and Culture:</b>	We will align classroom practices: possibilities include -- white board configuration, hall passes, late work, grading, detention (we already have the progressive discipline policy but some might not follow it), notebooks/binders, rubrics, questioning practices (3 before me etc.), calling home practices, and any other high leverage practices. We will increase positive social bonding practices in student groups. We will help students to identify as successful people. We will help them to gain self esteem from the experience of high school academic endeavors.		

<b>Rigorous Academics:</b>	<p>After 9th grade, every student reading below grade level will have grown one grade level on the SRI (or other better reading assessment).</p> <p>After 9th grade, every student will demonstrate proficiency with an organizational tool.</p> <p>Teachers will share and analyze their grading practices to come to consensus on the specific student habits that lead to failure or success</p> <p>Every 9th grader will take Computer Science Principles (Exploration of Computer Science)</p>		
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**Pathway Annual Targets**

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	On Track to Graduate	English Learners				
<b>Post-Secondary Readiness:</b>	A-G awareness/ college readiness awareness	Low Income				
<b>Climate and Culture:</b>	Student/ Parent/ Community Satisfaction	All Students				
<b>Rigorous Academics:</b>	SRI	English Learners				

**Pathway Theory of Action**

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Inquire into the present causes of our inequitable outcomes  
 Survey/focus groups with past/present students to determine more equitable grading/teaching practices and curriculum  
 Provide time, support, and access to find, read, digest, interpret, apply, and reflect on current educational research  
 Identify successful practices to address inequitable outcomes  
 Visit other schools and conferences to observe and learn about best practices  
 Lesson study to trial new curriculum and assessment strategies. Cycle of study, inquiry, and reflection. Provide time, support, and access to find, read, digest, interpret, apply, and reflect on current educational research, i.e., engage in cycles of praxis (action and reflection)  
 Identify teachers whose grading outcomes do not conform to incoming racial/class/gender inequities and identify successful practices  
 Hire Young Whan to run all PDs at Tech Advisory class where students are introduced to different postsecondary options. In advisory, students will also be exposed to guest speakers from different careers/educations  
 Case manager that checks in with non-academy students. We will engage in a cycle of inquiry in order to align practices before the next school year.  
 We will engage in a cycle of inquiry in order to construct signature practices.  
 We will construct a peer mentoring program.  
 Modify the current peer tutoring (IWE) system to be more supportive. Perhaps the new advisory teachers could train them.  
 Leadership should connect with disenfranchised students to help create cultural events at the school. This could include a leadership class.  
 House events should be a regular fixture at Tech. Students need to see their teachers outside of class. Teachers need to see their students outside of class. Teachers and students will be happier if we can bond in a different social setting.  
 Heterogenous class grouping, while they include students at the same variety of levels as are entering the school, provide the ability for the best evening of the playing field and growth for students who arrive with skills below grade level.

**PATHWAY STRATEGIES**

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	EL instruction - alignment of strategies. Engagement in ongoing cycle of inquiry/ lesson study		Personalized Student Supports	Rigorous Academics
<b>New or Emerging Pathway Design Feature #1:</b>	Align expectations across classrooms of key systems (as determined by student input)		Equity/ Access/ Achievement	Rigorous Academic Core - Student Conditions
<b>New or Emerging Pathway Design Feature #2:</b>	Pilot case manager position and peer mentoring program		Personalized Student Supports	Equity/ Access/ Achievement
<b>New or Emerging Pathway Design Feature #3:</b>	Freshman Seminar/ Advisory class embedded in Exploring CS Principles class		Personalized Student Supports	Program of Study

<b>Established Pathway Signature Element #1:</b>	House collaboration meetings (move to weekly)		Pathway Leadership	Personalized Student Supports
<b>Established Pathway Signature Element #2:</b>	Heterogeneous classes - California Studies - continue to develop curriculum and align expectations and practices		Building a Rigorous Academic Core	Equity/ Access/ Achievement
<b>Established Pathway Signature Element #3:</b>	House events - build out (ie. add fall trip for community building)		Program of Study	Equity/ Access/ Achievement



## About the Computer Pathway

### Pathway Description

The Computer Academy is for students who enjoy using computers and want to learn more about them. The academy program will develop for students the computational thinking practices of algorithmic development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues of software engineering. They also spend some time learning about robotics, PC systems and how to build troubleshoot computers all of which offer students a hand-on learning experience.

Key skills and features include:

Computer organization and architecture, multimedia, word processing, spreadsheet and database applications, computer repairs, computer programming, graphics and editing, Internet/web pages design and HTML, designing and maintaining networks.

### Pathway Mission and Vision

The Computer Science and Technology Academy students will be prepared for the 21st Century. Our goal is to provide all of our students with multiple academic options, by challenging them to go beyond their expectations. This applies to those that plan to be computer scientists, as well as our students who intend to pursue other academic majors, or plan to enter the job market immediately after high school. 2015: DRAFT: Vision/ Mission:

Our students are critical thinkers and problem solvers. They are engaged, digitally literate citizens, who not only know how to use technology, but are excellent creators of technology to adapt to an ever-changing world. Computer Academy students are prepared for career and college, socially/ emotionally literate, and have collaborated effectively in a team setting where every team member's voice is heard, valued, and supported. They will develop and use computational practices to deconstruct, manage, solve and communicate complex ideas.

### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
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Student Population by Race/Ethnicity	80.0%	20.0%		3.8%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		8.5%		
	African-American	American Indian/ Alaskan Native	Asian	Hispanic/Latino
	25.4%	0.8%	33.1%	16.2%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	1.5%	0.8%	16.9%	4.6%

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
85% graduation rate in the academy, which is higher than district average. A-G Completion above school average for African-American students.	High Special Ed drop out rate. 50% of English Learners meeting A-G requirements.	English language literacy challenges impede access to curriculum. The curriculum is not sufficiently culturally relevant. Teachers are not equally trained in second language instructional strategies, so students have to navigate inconsistent practices between classes.

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
83% of students are going to college straight out of the Computer Academy.	Only 20% are going to 4 year colleges/ only 10% of African-American students are gaining access to AP classes (lower than district average).	There is a college-going culture within the academy, but students are not prepared in terms of grades and minimum college requirements (# of classes completed A-G - languages, math, science, AP). We do little around helping students prepare for college entrance exams, applications, scholarships, financial aid, etc. We lack a plan that begins in 10th grade for students to plan and prepare for college applications in a significant way.

### Climate and Culture:

Performance Strengths	Performance Challenges	Root Causes
low suspension rate (3.1%)	More high needs students are being admitted and subsequently leave the Computer Academy. How do we support them?	Wider outreach to 9th graders to ensure those needing engagement and support were encouraged to apply. Computer academy is growing a lot and more students with academic needs are being admitted. Up to 50% of students admitted are labeled "at risk" and have socio-emotional issues that inhibit learning and success in the classroom.

### Rigorous Academics:

Performance Strengths	Performance Challenges	Root Causes
75% of Computer Academy Students are at or above grade level on SRI.	25% are 1 or more years below grade level on SRI.	English language learners are not being specially supported to gain literacy skills. They represent a number of the students who are below grade level. 50% of students in school are below the math benchmark (based on SBAC data).

**PATHWAY GOALS, TARGETS & THEORY OF ACTION**

**Pathway Annual Goals**

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	<p>1. Academy team will develop and implement common instructional strategies and supports for English learners to support literacy development. We will participate in professional development across content areas to learn additional strategies as well as the theoretical basis for second language development. We will include a specific focus on English language learning student academic achievement in our student intervention program.</p> <p>Goal: 75-80% of English language learners are meeting A-G requirements by end of 2018.</p>	4: English learners are reaching English fluency.	
<b>Post-Secondary Readiness:</b>	<p>1. All academy students must complete at least 1 college visit and 1 career visit each year.</p> <p>2. Starting in 10th grade, we will have at least one guest speaker every month with a common theme running through all, focusing on teaching SEL skills, and exposing students to college/industry experience.</p> <p>3. There will be at least 3 Computer academy sponsored College-prep workshops (SAT, Financial Aid Workshops, Mock Interviews, Summer program opportunities)</p> <p>Goal: 40% of students will be applying to 4 year colleges by end of 2017... 30% admission.</p>	1: Graduates are college and career ready.	

<b>Climate and Culture:</b>	<p>Increase number of academy teachers and the intensity of student intervention through the increase information intake from students to better assess (intake survey). Engage in a yearly goal-setting protocol to track students' progress.</p> <p>Increase number of field trips to CS related events. Goal: academy survey will reveal 80% of students feel supported academically and socially-emotionally by the academy team and have made progress towards their own goals by end of 2018.</p>		
<b>Rigorous Academics:</b>	<p>1. To support the continued development of rigorous academies, we will focus on creating collaboratively-developed, culturally-relevant lessons and standards based units across content areas. This will also ensure we align our expectations for rigor across grade level as well as to vertically align our curriculum and progression of skills. We will agree on shared practices and assessments and engage the ongoing cycle of reflection to ensure students are progressing. We will integrate Computer Science curriculum with all core classes (for this year and for the future). Core classes will complete a scope and sequence curriculum calendar, identify skill and knowledge overlap, and modify lessons/ units to intentionally bridge core subjects.</p> <p>2. Increase number of mathematics teachers in the academy and collaborate with them to build mathematical skills and thinking across the curriculum. Create more after school support for students (Math, Literacy, Robotics, Coding, Cybersecurity, Senior Project, etc). Goal: increase math performance to 70% proficiency within the academy.</p>		

**Pathway Annual Targets**

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	A-G Completion	English Learners	50% EL's meeting A-G	60% of EL's will meet A-G	70% of EL's will meet A-G	On Track to Graduate
<b>Post-Secondary Readiness:</b>	A-G Completion	All Students	20% of students applying to 4 year colleges	30% of students will be applying to 4 year colleges	40% of students will be applying to 4 year colleges	On Track to Graduate

<b>Climate and Culture:</b>	Graduation Rate	All Students				
<b>Rigorous Academics:</b>	On Track to Graduate					

### Pathway Theory of Action

If we expand exposure to Computer Science through the 9th grade Exploring CS Principles pilot, more students (especially girls) will feel confident entering the academy and will have the prerequisite skills and knowledge to be successful. If we target our English language learners by developing common instructional strategies and building culturally relevant curriculum across disciplines we will improve our English language learners' outcomes and more will pass their A-G requirements. If we increase the level of exposure and preparation for college and careers (ie. college visits, test prep, career visits, internships, etc.) more students will apply and be accepted to 4 year colleges. If we gather more information about our incoming students and their needs through surveys and if we set goals with them which teachers support through tracking, intervention, and reflection, more students will feel identified with and supported by the academy. If we build a shared identity as a teacher team, build interdisciplinary curriculum which builds on the theme of technology and the skills of computational thinking, and our build identity as a Computer Academy through shared events we will better be able to support Computer Academy students.

### PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	Select set of English language learner instruction strategies to align, pilot, refine across all classes.		Building a Rigorous Academic Core: Teacher Conditions	Equity/Access/ Achievement
<b>New or Emerging Pathway Design Feature #1:</b>	Integrating Soft Skills Learning Progression across all classes including : project management, pilot and develop common rubrics/ protocols, engaging the ongoing cycle of inquiry to improve practice, and using guest speakers to help reinforce these skills.		Equity/Access/ Achievement	Personalized Student Support
<b>New or Emerging Pathway Design Feature #2:</b>	Implementation of new 12th grade CS curriculum/ DE. Technology literacy across the academy - develop learning progression across classes/ begin designing interdisciplinary units across classes.		Building a Rigorous Academic Core: Student Conditions	Work-Based Learning

<b>New or Emerging Pathway Design Feature #3:</b>	Building system for support and intervention - intake survey, regular teacher meeting with protocol for tracking interventions, supporting goal setting, and tracking progress towards goals.		Building a Rigorous Academic Core: Student Conditions	Personalized Student Support
<b>Established Pathway Signature Element #1:</b>	WBL: Internships/ Academy Events- CS week/ hackathons/ career speakers/ Award & Project night)		Work-Based Learning	Personalized Student Support
<b>Established Pathway Signature Element #2:</b>	Teacher collaboration weekly- to do interventions		Personalized Student Support	Building a Rigorous Academic Core: Teacher Conditions
<b>Established Pathway Signature Element #3:</b>	Expand College and Career exposure and enrichment: Extra Curricular activities: Robotics, Girls Who Code		Work-Based Learning	Personalized Student Support



## About the Fashion, Arts & Design Pathway

### Pathway Description

Pathway teachers and administration are proud of the ongoing work and continued development of integrated curriculum, embedding fashion and art related topics into an all core subjects. This inclusive approach engages learning and support in reading, writing, math, technology and other core skills.

Our students represent a diverse population of talent in Oakland. Our instructional program ensures that all students experience fashion, arts and a rigorous college bound curriculum.

The academy has a long term relationship with California College of the Arts (CCA) and has worked closely together to develop and implement CCA Exhibition and Performance Events that features academy student's creative body of work. The CCA – "ENGAGE" program utilizes teaching artists and mentors. ENGAGE provides academy students a venue for arts students to use their expertise in real-world projects. (The program's motto: "The Field as an Extension of the Studio.") Entire classes partner with community organizations and outside experts in creative endeavors.

### Pathway Mission and Vision

Our mission is to have a small, safe, engaging, and diverse collaborative learning community for all students. Through real-world work based learning experiences, industry partnerships and education in a range of creative disciplines, FADA students will be empowered to discover and begin a post-secondary path in the fields of fashion, art and design. Through the creative process, students will be encouraged and challenged to break outside the box of expectation in order to envision and create change within themselves, the community, and society at large. Our vision of a FADA graduate is a self-directed, creative, critical-thinker and life-long learner. They will have a strong foundation of 21st century skills and technologies, integrated with an academic core in a variety of methods of visual communication. They will have discovered and begun to gain real-world experience in a post-secondary path in the fields of fashion, art, and design.

### Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	40.6%	59.4%		5.2%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		25.0%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	46.9%	1.0%	15.6%	18.8%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	0.0%	0.0%	13.5%	2.1%

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
Graduation rates far above the district average.	increase in outcomes and definite need to increase numbers??? 75% of students go onto college, but only 20% to 4 year colleges Senior project/ civic engagement/ work based learning scholarships for students	Students may not be aware of opportunities for impactful community engagement that is long-lasting and meaningful with post-secondary benefits; students may not know about the SAT and ACT or have proper supports belief systems about what it takes to go to college/ beliefs that it is too hard outside challenges: financial constraints, family obligations

### Post-Secondary Readiness:

Performance Strengths	Performance Challenges	Root Causes
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<p>Students have access to ECCO internships, career speakers, industry experiences, career exploration visits. Students receive ECCO curriculum through their CTE course. College readiness dual enrollment course. High AP access rate.</p>	<p>senior project presentation lacks the impact and inspiration that was present at conception (presentations lack argumentation, analysis, use of data, ability to graph) Rhynes/ Clark class takes up an elective, students can leave early - this means they can't return for 7th 23% of all students are gaining access to AP courses, but only 13% of African-American students are. Only 40% of students enrolled in AP courses are passing them</p>	<p>academy not aligned with the structures and thinking that we want our students to be able to do - frameworks, etc. across content areas but across grades not enough support from a large group of advisors not enough time/ money</p>
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**Climate and Culture:**

<b>Performance Strengths</b>	<b>Performance Challenges</b>	<b>Root Causes</b>
<p>Students report great satisfaction with their fashion/ art courses as well as their content courses. student engagement classroom vibe - interesting lessons/ caring teachers. systems of support - great support staff. not too many students out of class. diversity of positive social and academic student interactions. lots of friendly interactions observed.</p>	<p>observations of discord many students (especially girls) struggling with depression, feelings of lack of self-worth, low confidence lack of staff interaction</p>	<p>lack of staff interaction no structures set up to collaborate (time/ space/ money) early childhood trauma and family issues that have not been addressed outside of school/ lack of strong female role models (especially people who look like them and have similar life experiences</p>

**Rigorous Academics:**

<b>Performance Strengths</b>	<b>Performance Challenges</b>	<b>Root Causes</b>
<p>Individual teachers have strong curriculum. AP English class added this year.</p>	<p>not enough students A-G ready (38% meet A-G requirements at C or better/ 53% complete A-G ) 40% of students are 2 or more grade levels below on the SRI a lack of differentiation in classrooms teachers too isolated testing culture interrupts engaging curriculum for students; not enough time to dive into engaging instruction</p>	<p>teachers lack a common understanding of what grade-level academic rigor looks like need to grow our honors and AP programs not enough time and money for training and PD around differentiation/ modification no PLC system (PD cycle on-going) there is a need for integrating literacy into other content areas to strengthen SRI outcomes</p>

## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Academy Graduation rate will match the school wide graduation rate.		
<b>Post-Secondary Readiness:</b>	Support every student to develop a college and career plan.		
<b>Climate and Culture:</b>	Develop a culture of teacher team collaboration - consistently. Build common practices around shared values		
<b>Rigorous Academics:</b>	75% of 11th graders will be reading at grade level		

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	Graduation Rate	Low- Income Students	91.3%			
<b>Post-Secondary Readiness:</b>	AP Course Performance	African- American Students	7.7% participation in A			
<b>Climate and Culture:</b>	Culture/Climate: Student	All Students		survey students		
<b>Rigorous Academics:</b>	SRI	English Learners				

### Pathway Theory of Action

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Relevance, Rigor, and Re-establishing Identity: If we further develop a shared identity as an academy (brand, logo, website, business cards, etc.) and engage in shared, academy relevant activities, more students and teachers will feel a part of FADA and will be inspired to contribute their skills and expertise to the program. If we engage in more community partnerships (ie. advisory board, parent groups, and ancillary programs [performing arts]), we will be supported in ensuring our program is relevant and that the work our students do is visible within the community and subject to input and constant improvement (build internal and external visibility and accountability). If we define and determine how to establish and uphold clear and consistent academic rigor across departments and grades, our students will increasingly be post-secondary ready, will exhibit improved AP scores, and will complete more A-G requirements. If we integrate literacy into other content areas, our students will have more opportunities for strengthening their reading comprehension/increasing SRI scores. If we create more partnerships between students, families, and institutions to support students 4-year postsecondary goals, desires, and opportunities, more students will feel confident entering 4 year universities. If we build an academy scholarship strategy that provides student support and builds public awareness of and investment in our students we will be able to support more students in gaining access to 4 year colleges. If we spend more dedicated time on college readiness/preparedness within the CTE classes with the intention of breaking down some of the myths about college and some of the negative belief systems students carry, we will be supporting more students to have confidence to access college. If we provide more access to mentors and community members who look like students and can share their life experiences more students will be better able to navigate the college process and the obstacles that might present themselves. If we align our academy structures and thinking around common frameworks and work them across content areas, students will show more progress and be more successful. If we have a common focus on skills like argumentation, and analysis, and if we embody the fact that we're all teachers of literacy and take that as our responsibility, students will be far better supported to show what they've learned and have it be meaningful. If we create an AP designation for the Advanced Art course, student will have more opportunities for post-secondary readiness skill development in an area of strength. If we provide personalized experiences for our most struggling young women to build connection with one another and with strong adult role models, they will be better able to engage in school and build the confidence necessary to be successful.

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	Identify and implement research-based literacy instructional practice, develop common rubrics and assessment, assess progress		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement
<b>New or Emerging Pathway Design Feature #1:</b>	A-G credit offered for Fashion Course Sequence/ AP Art option	Academy Graduation rate will match the school wide graduation rate.	Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #2:</b>	Soft-skill learning progression across classes and grades around the Harvard Project Zero - Teach for Understanding model		Building a Rigorous Academic Core: Student Conditions	Equity/Access/Achievement

<b>New or Emerging Pathway Design Feature #3:</b>	Distribute leadership & Build shared Academy practices for addressing student needs as a teacher team	Support every student to develop a college and career plan.	Personalized Student Support	Equity/Access/Achievement
<b>Established Pathway Signature Element #1:</b>	WBL experiences: Visual Arts Showcase/ Fashion and Graphic Design Collaboration with Performing Arts Programs to develop performance productions		Work-Based Learning	Personalized Student Support
<b>Established Pathway Signature Element #2:</b>	Post-Secondary Readiness Support - Visiting Artists, Job Shadows, Career Speakers, College Visits, Lifeskills workshops		Work-Based Learning	Personalized Student Support
<b>Established Pathway Signature Element #3:</b>	Civic Engagement (100 hrs) & Internships		Work-Based Learning	Personalized Student Support



## About the Health Pathway

### Pathway Description

The Oakland Tech Health Academy has been helping students prepare for college and careers in health since 1984. We have active partnerships with local hospitals, health service organizations, local colleges and professional schools that provide opportunities for field trips, guest speakers, an after-school Pre-EMT Club, internships, and health-related service projects. Our focus is on clinical and emergency medicine- from both science and personal caretaking aspects of health care.

In tenth grade, students will learn about human anatomy and physiology, take vital signs and conduct a health survey. In eleventh grades, students will take Chemistry and Medical Chemistry learning about the chemicals and reactions of the human body, how medicines work. Students will become certified in First Aid and CPR. Our Health Academy English and Social Classes will integrate health topics in their curriculum.

### Pathway Mission and Vision

All Oakland Tech students interested in health and/or health careers

- Will learn about clinical medicine, emergency medicine and public health
- Will acquire skills in first aid, health education and basic clinical skills
- Will learn about and be exposed to a variety of health care careers
- Will contribute to our community's health
- Will become a supportive community for each other

### Pathway Demographics

<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% LCFF</b>	<b>% English Learners</b>
	32.1%	67.9%		3.0%
	<b>% Oakland Residents</b>	<b>% SPED RSP</b>	<b>% SPED Mild- Moderate</b>	<b>% SPED Severe</b>
		5.1%	1.6%	
<b>Student Population by Race/Ethnicity</b>	<b>African-American</b>	<b>American Indian/Alaskan Native</b>	<b>Asian</b>	<b>Hispanic/Latino</b>
	35.0%	0.0%	15.4%	20.1%
	<b>Filipino</b>	<b>Pacific/Islander</b>	<b>Caucasian</b>	<b>Multiracial</b>
	1.7%	0.4%	23.9%	2.6%

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

<b>Performance Strengths</b>	<b>Performance Challenges</b>	<b>Root Causes</b>
The academy high school grad rate is far higher than the district average. The academy also has 73% of students meeting A-G requirements with a C or better. English Learners and African American students in Health Academy complete A-G requirements at higher rates than the schoolwide average.	27% of students are behind on A-G requirements. 3% not graduating. English Learners (50%) and African American (63%) students are further behind in A-G completion than their classmates.	The students not meeting A-G requirements could be reduced with more personal support and follow up.

### Post-Secondary Readiness:

<b>Performance Strengths</b>	<b>Performance Challenges</b>	<b>Root Causes</b>
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AP pass-rate of pathway students far exceed the district average. Reading scores, as evidenced by the SRI are 10% higher than schoolwide average and 30% above the district.	Only 4 seniors are enrolled this year in community college classes	We think the strongest preparation for our students for postsecondary readiness would be enrollment in a non-high-school-based Community College class with community college students. We have tried to work with Peralta and OUSD to create opportunities
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**Climate and Culture:**

Performance Strengths	Performance Challenges	Root Causes
The Health Academy students form a collaborative, open learning diverse community of learners. Group projects encourage students to learn to work together and communicate effectively in different modalities. Community service events and career exploration visits bring students together to meet health professionals and to support community health efforts.	Participation in career field trips related to health profession is limited.	Some teachers outside of Health Academy are not supportive of our program's field trips. We need to promote to students the reasons they need to participate in WBL, and we may need to require participation as a condition of being in the Academy.

**Rigorous Academics:**

Performance Strengths	Performance Challenges	Root Causes
Our science classes are well-integrated with Academy lab classes.	Integration of science and with English and History exists, but is not yet extensive as it could be. Integration of soft skills and medical interpret and EMS skills into all of our classes.	There is not enough common planning time for teachers to develop integrated curriculum.

**PATHWAY GOALS, TARGETS & THEORY OF ACTION**

**Pathway Annual Goals**

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	At-risk students need more timely intervention with personal and academic difficulties	1: Graduates are college and career ready.	
<b>Post-Secondary Readiness:</b>	More seniors take CC classes	1: Graduates are college and career ready.	
<b>Climate and Culture:</b>	Higher percent go on WBL trips	1: Graduates are college and career ready.	

<b>Rigorous Academics:</b>	Integrate EMS and Medical Interpreting skills into academy courses	1: Graduates are college and career ready.	
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### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	Graduation Rate	All Students	up to one-month turnaround for student-in-distress-and-needs-support through COST	Student referrals will get response within one school day. Students identified as in academic difficulties will have a check-in with Academy staff at least once a month	same	Concurrent Enrollment
<b>Post-Secondary Readiness:</b>	Pathway Participation	All Students	4	20	35	
<b>Climate and Culture:</b>						
<b>Rigorous Academics:</b>		English Learners				

### Pathway Theory of Action

If we develop new leadership from within and work to distribute the work of running the academy, the academy will be more sustainable for the long term. If we partner with a case manager and a work-based learning coordinator, we'll be better able to connect our students to the many opportunities we'd like them to have - including internships, academic supports, job shadows, and socio-emotional supports. If we develop curriculum that is cross-curricular at each grade level, we will be better able to provide cohesive and relevant learning experiences for our students. New elements starting fall 2016: (Additional teacher release period) If we have additional teacher time we will be able to train new teachers to the elements of the director role, and will have more sustainable workloads for the directors. (Half-time WBL position) If we have someone with time to research and organize more WBL experiences, we can improve the quantity and quality of our students WBL. (Half-time student support position) If we have someone available for student support who is not tied to a classroom, we will be able to support students with issues both personal and academic in a far more timely manner than either academy teachers or school support services can, reducing the disruption to student learning. (Curriculum integration, EMS) By continuing to integrate EMS content and skills into our program, we can prepare students for these careers and increase the number of males choosing our pathway. (Curriculum Integration, Medical Interpreter) By beginning to learn about and integrate medical interpreter skills and content, we will make our EL students see the ways in which they are ahead of other students, make all students see that being fluent in a language other than English is a valuable skill in health, and that the soft skills relating to patients are important for all healthcare professionals.

### PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	Soft-skills learning progression. Cross-curricular integration of Emergency Medicine. Conveying the relevance and necessity of career exploration visits to the students.		Building a Rigorous Academic Core: Student Conditions	Work-Based Learning
<b>New or Emerging Pathway Design Feature #1:</b>	Case Manager position/ WBL Coordinator position	Higher percent go on WBL trips	Personalized Student Support	Work-Based Learning
<b>New or Emerging Pathway Design Feature #2:</b>	Develop Integrated curriculum units		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>New or Emerging Pathway Design Feature #3:</b>	3rd teacher lead...	Make duties transparent and identify faculty willing to share administrative duties	School Leadership & School Vision	Personalized Student Support
<b>Established Pathway Signature Element #1:</b>	CTE/Science integration		Building a Rigorous Academic Core: Student Conditions	Building a Rigorous Academic Core: Teacher Conditions
<b>Established Pathway Signature Element #2:</b>	Work-based learning - Health Fair/ participation in annual Health events/ job shadows/ internships		Work-Based Learning	Equity/Access/ Achievement
<b>Established Pathway Signature Element #3:</b>	Personalized student supports - teacher collaboration and ongoing inquiry to connect students to the right resources		Personalized Student Support	School Leadership & School Vision



## About the Engineering Pathway

### Pathway Description

**Curriculum:**

Traditional and Computer-Aided Drafting; Design a house and build a model for the Oakland Rotary Club Annual Design Contest; Use advanced CAD software to construct 3-D models; College level statics and dynamics

The Engineering Academy is a rigorous academy that focuses on mechanical engineering. Starting in 10th grade, the students in this academy study engineering, physics (focused on mechanics), drafting, etc.

**Pathway Mission and Vision**

To successfully teach students physics mechanics through a unique combination of academic and vocational courses. This academy, with its innovative and rigorous project-based curriculum, will prepare students for careers in civil and mechanical engineering.

**Pathway Demographics**

<b>Special Populations</b>	<b>% Male</b>	<b>% Female</b>	<b>% LCFF</b>	<b>% English Learners</b>
	55.1%	44.9%		0.0%
	<b>% Oakland Residents</b>	<b>% SPED RSP</b>	<b>% SPED Mild- Moderate</b>	<b>% SPED Severe</b>
		0.0%		
<b>Student Population by Race/Ethnicity</b>	<b>African-American</b>	<b>American Indian/Alaskan Native</b>	<b>Asian</b>	<b>Hispanic/Latino</b>
	2.6%	0.0%	26.9%	7.7%
	<b>Filipino</b>	<b>Pacific/Islander</b>	<b>Caucasian</b>	<b>Multiracial</b>
	0.6%	0.0%	54.5%	3.8%

**PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES**

**Graduate Outcomes:**

<b>Performance Strengths</b>	<b>Performance Challenges</b>	<b>Root Causes</b>
100% graduation rates	struggling students drop out or don't enter	

**Post-Secondary Readiness:**

<b>Performance Strengths</b>	<b>Performance Challenges</b>	<b>Root Causes</b>
AP course access much higher than schoolwide rate. SRI performance much higher than schoolwide rate.	13% of students not reading at grade level according to SRI	

**Climate and Culture:**

Performance Strengths	Performance Challenges	Root Causes
Students report loving the program and feeling very well prepared.	Students of color report feeling marginalized and unsupported in the program/ unwelcome.	

**Rigorous Academics:**

Performance Strengths	Performance Challenges	Root Causes
Students outperform students in the rest of the school. The program is widely regarded as one of the most rigorous in the district.	struggling students or students below grade level in math do not have access to the program and, if admitted students struggle, there isn't in-school support provided them.	

**PATHWAY GOALS, TARGETS & THEORY OF ACTION**

**Pathway Annual Goals**

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>			
<b>Post-Secondary Readiness:</b>			
<b>Climate and Culture:</b>			
<b>Rigorous Academics:</b>			

**Pathway Annual Targets**

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>						
<b>Post-Secondary Readiness:</b>						
<b>Climate and Culture:</b>						
<b>Rigorous Academics:</b>						

**Pathway Theory of Action**

**PATHWAY STRATEGIES**

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>				
<b>New or Emerging Pathway Design Feature #1:</b>	Outreach plan to targeted students- more engagement and WBL opportunities for 9th graders		Work-Based Learning	
<b>New or Emerging Pathway Design Feature #2:</b>	Provide support to 9th grade classes to pilot/implement engineering unit		Equity/Access/Achievement	
<b>New or Emerging Pathway Design Feature #3:</b>	Create a mentoring system specifically designed for targeted students		Personalized Student Support	
<b>Established Pathway Signature Element #1:</b>	Program of study is academically rigorous		Building a Rigorous Academic Core: Student Conditions	
<b>Established Pathway Signature Element #2:</b>	Opportunities for students to participate in out of school activities i.e. robotics, engineering internships		Work-Based Learning	
<b>Established Pathway Signature Element #3:</b>				



**About the Biotech Pathway**

## Pathway Description

The Biotech Academy helps youth successfully navigate the worlds of work, school, and life while specifically training them for technical positions in bioscience, a growth industry that offers well-paid jobs and opportunities for career advancement and continued education. There is an opportunity for a paid internship with a bay area tech company between junior and senior year.

## Pathway Mission and Vision

The Biotech Academy seeks to build a science-loving community, to introduce students, especially students underrepresented in the field, to the exciting, growing Biotech field, to help students successfully navigate school, work, life. They provide specific training in lab skills, life skills and job skills and support students in applying to college. They provide paid internships to launch engaging future opportunities.

## Pathway Demographics

Special Populations	% Male	% Female	% LCFF	% English Learners
	46.2%	53.8%		2.6%
	% Oakland Residents	% SPED RSP	% SPED Mild- Moderate	% SPED Severe
		7.7%		
Student Population by Race/Ethnicity	African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino
	20.5%	0.0%	28.2%	15.4%
	Filipino	Pacific/Islander	Caucasian	Multiracial
	2.6%	0.0%	23.1%	5.1%

## PATHWAY STRENGTHS, CHALLENGES & ROOT CAUSES

### Graduate Outcomes:

Performance Strengths	Performance Challenges	Root Causes
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<p>Currently only 11th-12th grade program, but 100 % graduation rate.</p>	<p>We don't have 10th graders currently in the pathway and can assume that we're selecting students who, by 11th grade, are already somewhat on track to graduate. We will have to work to support 10th graders as some are coming in behind next year. The small size has allowed us to provide ample individual support and attention which will be lessened as the pathway increases without increased support structures.</p>	<p>Biotech has previously been a "program" consisting only of 2 courses in the 11th and 12th grade. The decision was made to expand the course the 10th grade and into a full pathway over the next few years. Biotech partners has provided in-class tutors in the courses. They cannot provide enough to cover all the new sections, but the teachers want to maintain the integrity of the program and extend what has worked so well for 11th and 12th graders into their new 10th grade courses.</p>
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**Post-Secondary Readiness:**

Performance Strengths	Performance Challenges	Root Causes
<p>The % of biotech students who are accessing AP classes is twice the school percentage. African American AP access specifically is higher than the schoolwide average.</p>	<p>AP pass rate is lower than the schoolwide average.</p>	<p>The biotech program has not pushed students into AP. The teachers, however, have been committed to supporting students in all of their classes. The Biotech classes themselves are not AP classes. Students can take AP classes while in the program, but their science course is taken up with the Biotech courses and the 6 period day limits students' options. Biotech seeks to serve high needs student populations and students underrepresented in the sciences. When they enter the program in 11th grade, they are often already 2 or more years behind in math/ english. We have worked hard to get them on-track to graduate, but starting with them so late in their high school career has made it difficult. This is one of the additional reasons we hoped to open a 10th grade section.</p>

**Climate and Culture:**

Performance Strengths	Performance Challenges	Root Causes
<p>There's a strong of community within the classes and a strong sense of student support. No students within the pathway have been suspended.</p>	<p>With a large incoming group of 10th graders, creating motivation for participation and excellent attendance will be a challenge.</p>	<p>This will be our first year with 10th graders. In the past, 11th graders have selected this program after 2 years in high school, and have been very sure this was the program for them. Tenth graders have had less exposure to our program. We are also growing a new 10th grade course.</p>

**Rigorous Academics:**

Performance Strengths	Performance Challenges	Root Causes
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Scientific ways of thinking and excellent science lab skills are strongly supported. Students set up their own labs - very high skills expectations (college level or better). Content: conceptual understanding and all science knowledge required.	Growing chemistry curriculum to be industry aligned by standards will be a challenge.	There is a strong chemistry teacher stepping up to develop and teach the Chemistry curriculum for the 10th grade year of Biotech. The teacher team is working to identify a chem course with biotech strand to adopt which incorporates industry-standard skill development and exposure to biotech chemistry principles.
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## PATHWAY GOALS, TARGETS & THEORY OF ACTION

### Pathway Annual Goals

Focal Area	Annual Pathway Goal	Related LCAP Goal	Related WASC Goal
<b>Graduate Outcomes:</b>	Maintain 100% graduation rate A-G ready.		
<b>Post-Secondary Readiness:</b>	100% of our students develop a post-secondary plan that they can follow.		
<b>Climate and Culture:</b>	Build professionalism, accountability, community, involvement with internships, and responsibility		
<b>Rigorous Academics:</b>	Align standards and assessments within the academy and vet those assessments with industry partners and with Health Academy/ Engineering to calibrate for rigor. Develop Chemistry 10th grade course curriculum.		

### Pathway Annual Targets

Focal Area	Main Indicator	Focal LCAP Student Group	2014-15 Baseline	2015-16 Target	2016-17 Target	Related Indicator #2
<b>Graduate Outcomes:</b>	A-G Completion	All Students				
<b>Post-Secondary Readiness:</b>	AP Course Performance	All Students				
<b>Climate and Culture:</b>	Culture/Climate: Student	All Students				
<b>Rigorous Academics:</b>	Course assessments	All Students				

### Pathway Theory of Action

If we get A-G approval for our courses, add 10th grade Chemistry, and build in collaboration time as a team and with other teams in the district, we will be better able to improve outcomes for our students. If we increase the amount of individualized support available to match the increase in enrollment, and support every student in developing a personalized post-secondary plan, we will continue to see successful academic outcomes for our students and send them on to post-high school success. If we share more information with parents and the community and build our partnership with Biotech partners, we will be able to provide students more opportunities for relevant learning opportunities to prepare them for college and career. If we build our internship program by having seniors share their experiences with juniors more of our students will participate and will be more prepared for the field. If we add a Summer Bridge program between 10th and 11th grade for math and science support more students will enter 11th grade ready to succeed.

## PATHWAY STRATEGIES

Strategy Area	Strategy	Related School or Pathway Goal	Linked Learning Implementation Criteria #1	Linked Learning Implementation Criteria #2
<b>Pathway Instructional Improvement Strategy:</b>	Aligning explicit instruction of experimentation skills across all biotech classes.			Work-Based Learning
<b>New or Emerging Pathway Design Feature #1:</b>	10th grade Chemistry added to sequence with a biotech lens supported by Biotech Partners		Program of Study & Master Scheduling	Building a Rigorous Academic Core: Student Conditions
<b>New or Emerging Pathway Design Feature #2:</b>	Summer Bridge Program (between 10th and 11th grade for math/ science support)		Personalized Student Support	Program of Study & Master Scheduling
<b>New or Emerging Pathway Design Feature #3:</b>	Regular meeting time		School Leadership & School Vision	Equity/Access/Achievement
<b>Established Pathway Signature Element #1:</b>	academic supports - tutors for math/ science		Personalized Student Support	Equity/Access/Achievement
<b>Established Pathway Signature Element #2:</b>	Career readiness support: getting jobs, building professional networks, representing one's self professionally, resume workshop, mock interviews, dress for success... resulting in individual post-secondary plans		Personalized Student Support	Equity/Access/Achievement

<b>Established Pathway Signature Element #3:</b>	Summer internship - post 11th grade		Work-Based Learning	Personalized Student Support
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<b>School Name:</b> Oakland Technical High School					<b>School ID:</b> 305					
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$150,721.60	21st Century	After school Program	(Schoolwide)	A1.6: After School Programs	5825	n/a	n/a	n/a	305-2	305
\$33,476.93	General Purpose Discretionary	Math teacher	(9th Grade)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1016	0.5	305-3	305
\$5,000.00	General Purpose Discretionary	Travel and conferences	(Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	5200	n/a	n/a	n/a	305-4	305
\$300.00	General Purpose Discretionary	Milage reimbursment	(Schoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	5210	n/a	n/a	n/a	305-5	305
\$9,000.00	General Purpose Discretionary	Conferences	Sschoolwide)	A2.5: Teacher Professional Development for CCSS & NGSS	5220	n/a	n/a	n/a	305-6	305
\$1,700.00	General Purpose Discretionary	Dues and memberships	(Schoolwide)	A2.3: Standards-Aligned Learning Materials	5300	n/a	n/a	n/a	305-7	305
\$15,000.00	General Purpose Discretionary	Interprogram instructional materials and interventions for various programs	An academic support system will be developed to support students who earn Ds and Fs after 1st marking period. Students will be monitored closely and assigned academic interventions. (Schoolwide)	A1.5: Summer Learning	5715	n/a	n/a	n/a	305-8	305
\$44,915.00	General Purpose Discretionary	For AAMA to support African American male students	academic supports - tutors for math/ science (Biotech)	A2.9: Targeted School Improvement Support	5733	n/a	n/a	n/a	305-9	305
\$10,000.00	General Purpose Discretionary	RJ Coordinator	(Schoolwide)	A2.2: Social Emotional Learning	5736	n/a	n/a	n/a	305-10	305
\$200,000.00	General Purpose Discretionary	Consultants	An academic support system will be developed to support students who earn Ds and Fs after 1st marking period. Students will be monitored closely and assigned academic interventions. (Schoolwide)	A2.2: Social Emotional Learning	5825	n/a	n/a	n/a	305-11	305
\$10,000.00	General Purpose Discretionary	Teacher stipends to plan	(Schoolwide)	A2.10: Extended Time for Teachers	1120	n/a	n/a	n/a	305-12	305
\$15,000.00	General Purpose Discretionary	Textbooks	academic supports	A1.3: A-G Completion	4100	n/a	n/a	n/a	305-13	305
\$5,000.00	General Purpose Discretionary	Books other than textbooks	academic supports -	A2.3: Standards-Aligned Learning Materials	4200	n/a	n/a	n/a	305-14	305
\$150,000.00	General Purpose Discretionary	Supplies to allow the school to function through the year (paper, teacher supplies, office suplies etc)	academic supports	A2.3: Standards-Aligned Learning Materials	4310	n/a	n/a	n/a	305-15	305
\$20,143.08	General Purpose Discretionary	Surplus	n/a	n/a	4399	n/a	n/a	n/a	305-16	305
\$20,000.00	General Purpose Discretionary	Computer equipment	Pilot 9th grade Computer Science class. Cultural competency training for staff. (Schoolwide)	A1.1: Pathway Programs	4410	n/a	n/a	n/a	305-17	305
\$50,000.00	General Purpose Discretionary	Computers, document cameras, and projectors to replace existing equipment that is out of date and provide technology to staff.	Implementation of new 12th grade CS curriculum/ DE. Technology literacy across the academy - develop learning progression across classes/ begin designing interdisciplinary units across classes. (Computer)	A3.1: Blended Learning	4420	n/a	n/a	n/a	305-18	305
\$53,375.50	LCFF Supplemental	Computer Animation Teacher	A-G credit offered for Fashion Course Sequence/ AP Art option (Fashion, Arts & Design)	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2069	0.8	305-19	305
\$68,648.60	LCFF Supplemental	Math teacher - 9th grade	A-G credit	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1996	1	305-20	305
\$81,394.41	LCFF Supplemental	English teacher	9th grade families (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1272	1	305-21	305
\$15,024.47	LCFF Supplemental	Science teacher	(Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0072	0.2	305-22	305
\$68,859.43	LCFF Supplemental	Science reacher	(Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1695	0.8	305-23	305

<b>School Name:</b> Oakland Technical High School				<b>School ID:</b> 305						
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$38,335.89	LCFF Supplemental	Drama teacher	Students will become proficient in demonstrating their use of argument while engaging in academic discourse and writing by increasing teachers' capacity to differentiate to meet learning needs of students. (Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1939	0.6	305-24	305
\$66,519.78	LCFF Supplemental	English teacher	Students will become proficient in demonstrating their use of argument while engaging in academic discourse and writing by increasing teachers' capacity to differentiate to meet learning needs of students. (Schoolwide)	A2.9: Targeted School Improvement Support	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0793	1	305-25	305
\$61,581.03	LCFF Supplemental	English teacher	Students will become proficient in demonstrating their use of argument while engaging in academic discourse and writing by increasing teachers' capacity to differentiate to meet learning needs of students. (Schoolwide)	A2.9: Targeted School Improvement Support	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1706	1	305-26	305
\$26,781.54	LCFF Supplemental	Math teacher	(Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1016	0.4	305-27	305
\$17,151.60	LCFF Supplemental	Science teacher	(Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0768	0.2	305-28	305
\$38,233.28	LCFF Supplemental	Lifeguard for pool	(Schoolwide)	A2.7: Class Size Reduction	n/a	LIFEGUARD	LIFEGU0001	1	305-29	305
\$3,263.23	LCFF Supplemental	Surplus	n/a	n/a	4399	n/a	n/a	n/a	305-30	305
\$42,000.00	Measure G (School Libraries)	Surplus	n/a	n/a	4399	n/a	n/a	n/a	305-31	305
\$98,550.00	Measure G (TGDS)	Surplus	n/a	n/a	4399	n/a	n/a	n/a	305-32	305
\$38,104.97	Measure N Parcel Tax	College and career readiness coordinator	Post-Secondary Readiness Support - Visiting Artists, Job Shadows, Career Speakers, College Visits, Lifeskills workshops	A1.1: Pathway Programs	n/a	COORD COLLEGE&CAREER READINESS	12CCCR9999	0.25	305-33	305
\$96,660.57	Measure N Parcel Tax	Student support coach for students in pathways	An academic support system will be developed to support students who earn Ds and Fs after 1st marking period. Students will be monitored closely and assigned academic interventions. (Schoolwide)	A1.1: Pathway Programs	n/a	CASE MANAGER	24CSEM9999	1	305-34	305
\$96,660.57	Measure N Parcel Tax	Student support coach for non pathway students	An academic support system will be developed to support students who earn Ds and Fs after 1st marking period. Students will be monitored closely and assigned academic interventions. (Schoolwide)	A1.3: A-G Completion	n/a	CASE MANAGER	24CSEM9999	1	305-35	305
\$96,222.90	Measure N Parcel Tax	TSA	(Schoolwide)	A5.1: School Culture & Climate (Safe & Supportive Schools)	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	1	305-36	305
\$85,935.32	Measure N Parcel Tax	New computer science position	Pilot 9th grade Computer Science class. Cultural competency training for staff. (Schoolwide)	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH9999	1	305-37	305
\$79,018.27	Measure N Parcel Tax	Outreach consultant who assists students with finding work based opportunities off campus.	WBL: Internships/ Academy Events - CS week/ hackathons/ career speakers/ Award & Project night) (Computer)	A2.9: Targeted School Improvement Support	n/a	OUTREACH CONSULTANT	ORCNST9999	1	305-38	305
\$116,963.68	Measure N Parcel Tax	Supports students not in pathways with finding opportunities to learn about careers and college opportunities. Homeless, foster youth and low income students will be targeted to provide information to aid in decision making	WBL: Internships/ Academy Events - Career based workshops	A2.9: Targeted School Improvement Support	n/a	STUDENT ENGAGEMENT SPECIALIST	STENSP9999	1	305-39	305
\$101,037.89	Measure N Parcel Tax	New health academy teacher to teach science.	3rd teacher lead... (Health)	A1.1: Pathway Programs	n/a	TCHR IF 11 MONTH - 12 PAY	TC11IF9999	1	305-40	305
\$25,000.00	Measure N Parcel Tax	Pathway coach	(Schoolwide)	A1.1: Pathway Programs	5708	n/a	n/a	n/a	305-41	305
\$939,745.84	Measure N Parcel Tax	Surplus	(Schoolwide)	A2.1: Implementation of CCSS & NGSS	4399	n/a	n/a	n/a	305-42	305
\$24,082.30	Partnership Academy	Computer Academy teacher	Computer Science class. Cultural competency training for staff. (Schoolwide)	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2364	0.2	305-43	305
\$17,898.02	Partnership Academy	FADA Art teacher	Distribute leadership & Build shared Academy practices for addressing student needs as a teacher team (Fashion, Arts & Design)	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1722	0.2	305-44	305

<b>School Name:</b> Oakland Technical High School					<b>School ID:</b> 305					
Budget Amount	Budget Resource	Budget Action	Associated Strategy	Associated LCAP Action Area	Object Code	Position Title	UPC	FTE	Budget Action Number	School ID
\$19,515.84	Partnership Academy	FADA Fashion teacher	Distribute leadership & Build shared Academy practices for addressing student needs as a teacher team (Fashion, Arts & Design)	A1.1: Pathway Programs	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH2188	0.2	305-45	305
\$78,723.84	Partnership Academy	Surplus	n/a	n/a	4399	n/a	n/a	n/a	305-46	305
\$52,442.46	Program Investment	English teacher	(Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0457	0.44	305-47	305
\$82,710.60	Program Investment	World language teacher	(Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH0490	0.76	305-48	305
\$6,695.39	Program Investment	Math teacher	(Schoolwide)	A1.3: A-G Completion	n/a	TEACHER STRUCTURED ENG IMMERSN	K12TCH1016	0.1	305-49	305
\$5,976.55	Program Investment	Surplus to be allocated in Fall 2016	n/a	n/a	4399	n/a	n/a	n/a	305-50	305
\$42,842.58	Title I Basic	ELA/ELD coach	Building system for support and intervention - intake survey, regular teacher meeting with protocol for tracking interventions, supporting goal setting, and tracking progress towards goals. (Computer)	A2.9: Targeted School Improvement Support	n/a	10 MONTH CLASSROOM TSA	C10TSA9999	0.5	305-51	305
\$48,111.45	Title I Basic	Math coach	Building system for support and intervention - intake survey, regular teacher meeting with protocol for tracking interventions, supporting goal setting, and tracking progress towards goals. (Computer)	A2.9: Targeted School Improvement Support	n/a	11 MONTH CLASSROOM TSA	C11TSA9999	0.5	305-52	305
\$90,481.62	Title I Basic	Student attendance compliance officer	Creating a Culture and Attendance team that proactively engages students and families in efforts to improve attendance and school performance, while implementing effective systems to prevent students from slipping through the cracks. (Schoolwide)	A2.9: Targeted School Improvement Support	n/a	STUDENT ATTENDANCE COMPL OFFCR	STACOF0008	1	305-53	305
\$12,144.65	Title I Basic	Supplies to support low achieving and socioeconomically disadvantaged students	(Schoolwide)	A1.3: A-G Completion	4310	n/a	n/a	n/a	305-54	305
\$4,962.23	Title I Parent Participation	For printed material for parents and postage	(Schoolwide)	A3.3: Family Engagement focused on Literacy Development	4399	n/a	n/a	n/a	305-55	305

## OAKLAND TECHNICAL HIGH SCHOOL SCHOOL-HOME COMPACT

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

*This School-Parent Compact is in effect during the 2015-2016 school year.*

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

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

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

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

### **We, the students of Oakland Technical High School:**

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

Signed: \_\_\_\_\_

Parent

Signed: \_\_\_\_\_

Student

Signed: \_\_\_\_\_

School Representative



## Title I School Parental Involvement Policy 2015 - 2016

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

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

- The school will jointly develop with parents, distribute to parents of participating children, a School Parent Involvement Policy that school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's School-Home compact as a component of its School Parental Involvement Policy.
- The school will convene an annual Title I meeting to perform the following:
  - Inform parents of their school's participation in the Title I Program.
  - Explain the requirements of the Title 1 Program.
  - Explain the parents' right to be involved in an organized, ongoing, and timely way, in the planning review, and improvement of its Title I Program.
  - Explain the parents' right to participate in the development of the District's Title 1 Plan.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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

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

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

- **Building Capacity for Parental Involvement**
  1. *Oakland Technical High School* will offer a flexible number of meetings for parents.
    - Back to School Night
    - Teacher Conferences
    - Student Success Nights
    - Student Success Team (SST) Meetings



2. **Oakland Technical High School** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy, its Title I program, and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
  - Power Point Presentation on Parental Involvement Policy Procedures
  - Invitation to parents in Chinese, Spanish, Vietnamese, and English
  - PTSA (Parent Teacher Student Association) announcement and invitation
  - Regular Announcements to students over the school intercom
  - School Bulletin
  - OUSD Parent Signature of Parent Guide Book
  - Oakland Technical High School Handbook
  - The student newspaper
  - The school's outdoor marquee
3. **Oakland Technical High School** will take the following actions to distribute the School Parental Involvement Policy to parents of participating children and the local community:
  - Posting in the school offices, classrooms, library, and Family Resource Center
  - School website
  - Bulldog Bytes (School Newsletter)
  - PTSA (Parent Teacher Student Association) Yahoo e-mail group
  - Fliers
  - School Mailings
4. **Oakland Technical High School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the CSSC will approve the updated policy:
  - CSSC (Collaborative School Site Council) agenda every year for review
  - ELAC (English Language Advisory Committee) agenda every year for review
  - PTSA (Parent Teacher Student Association)
  - AASAP (African American Student Action Planners)
  - Student Council
  - Faculty Council
5. **Annual Title I Meeting. Oakland Technical High School** will convene an annual meeting to inform parents of the following:
  - That the school participates in the Title 1 Program
  - How the school implements the Title I Program
  - The requirements of the Title 1 Program
  - The parents' right to be involved
  - The parents' right to participate in the development of the District's Title 1 Plan
6. **Oakland Technical High School** will provide information about Title 1 programs to parents of participating children in a timely manner:
  - The information will be provided using the procedures described in Part 2, #2, above.
  - Information about the Annual Title I Meeting will be provided at fall registration.
  - An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.



- Annual Title I Meeting
  - CSSC (Collaborative School Site Council) meetings
7. **Oakland Technical High School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students' progress, and the proficiency levels students are expected to meet:
- High School Course Descriptions
  - Back to School Night
  - Student Success Nights
  - Grade Transition Nights
8. **Oakland Technical High School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Back to School Night
  - Teacher Conferences
  - Teacher Syllabi
  - Oakland Technical High School Handbook
  - School Announcements
9. **Oakland Technical High School** will submit to the district any parent comments if the schoolwide plan (SWP) under section (1114)(b)(2) is not satisfactory to parents of the participating children:
- Office of the Ombudsperson  
Contact: Mr. Gabriel Valenzuela, Ombudsperson  
Address: Paul Robeson Administration Building, Room 316, 1025 Second Avenue,  
Oakland, CA 94606  
Email: Gabriel.Valenzuela@ousd.org
- **School-Home Compact**
- Oakland Technical High School** has jointly developed with and distributed to parents of Title I students a School-Parent Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school will retain all School-Home Compact documentation for each student at the site for auditing purposes.

### Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) **Oakland Technical High School** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
- PTSA (Parent Teacher Student Association)
  - CSSC (Collaborative School Site Council)
  - ELAC (English Learners Advisory Council)
  - AASAP (African American Student Action Planners)



- The school district's Parent Options Program
  - Parent Patrol
  - Fliers
  - The school's website
  - The school's outdoor marquee
  - Family Resource Center
  - The School Site Principal will be responsible for the overall program of parental involvement.
- 2) The school will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described in this paragraph.
- The State of California's academic content standards
  - The State of California's student academic achievement standards
  - The State of California's and Oakland Unified School District's academic assessments, including the alternate assessments
  - The requirements of Title 1
  - How to monitor their child's progress
  - How to work with educators

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

- Parent Handbook
  - Bulldog Bytes
  - Report Cards
  - Information Nights
  - Progress Reports (distributed every six weeks)
  - Annual Title 1 Meeting
  - Family Resource Center
- 3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
- Providing information to parents on district trainings and information student improvements
  - College Nights
- 4) The school will, to the extent feasible and appropriate, coordinate and integrate Title I parent involvement programs and activities with other activities that encourage and support parents in more fully participating in the education of their children through:
- College Nights
  - Back to School Nights
  - Information Nights
  - PTSA (Parent Teacher Student Association) to organize and facilitate activities
- 5) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:



- Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
  - Sending vital information home in Chinese, Spanish, Vietnamese, and English
- 6) **Oakland Technical High School** provides support, during regular meetings, for parental activities requested by Title I Program parents.
- Opportunity to request items in advance to include on meeting agenda
- 7) **Accessibility**
- **Oakland Technical High School** provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

#### Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed upon by, parents of children participating in Title 1, Part A Programs, as evidenced by: *September 29, 2005, October 13, 2005, Parental Involvement Policy PowerPoint Presentations.*

This policy was adopted by the **Oakland Technical High School** Collaborative School Site Council on November 6, 2005, and revisions were ratified by the CSSC on: March 12, 2007; October 6, 2008; February 1, 2010; March 31, 2010; November 1, 2010; October 1, 2012; October 7, 2013; October 6, 2014, December 15, 2015.

It will be in effect for the period of December 15, 2015, through December 20, 2016. The school will distribute this policy to all parents of participating Title 1, Part A, children on or before January 30, 2016. It will be made available to the local community on or before January 30, 2016. **Oakland Technical High School's** notification to parents of this policy will be in an understandable uniform format and to the extent practicable, provided in a language the parents can understand.

Principal's Signature

Date

12/25/15  
SM

## School Site Council Membership Roster – High School

School Name: Oakland Tech High School

School Year 2015-2016

<b>Chairperson: Martel Price</b>	<b>Vice Chairperson: Yata Davis</b>
<b>Secretary: Stephen Brown</b>	<b>*LCAP Parent Nominee: Cristina Trujillo</b>
<b>*LCAP EL Parent Nominee:</b>	<b>*LCAP Student Nominee:</b>

**Place "X" in appropriate members column**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Comm.	Student
Ross-Morrison, Staci	X				
Bascom, Peter		X			
Davidson, Marylouisa		X			
Langill, Johanna		X			
Price, Martel		X			
Travick, Sonja		X			
Hopson, Dora			X		
Humphrey, Dawn			X		
Brown, Stephen				X	
Davis, Yata				X	
Imboden, Heather				X	
Trujillo, Cristina				X	
Brekke, Grace					X
Keys, Briana					X
Malvo-Sledge, Mi'Shae					X
Thoma, Skylar					X
<b>Alternates:</b>					
Davis, Marlina				X	
Leonard, Asia				X	
Campbell, Doran					X
Shaheed, Lina					X

<b>Meeting Schedule (day/month/time)</b>	3 <sup>rd</sup> Tuesday of the month
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**SSC Legal Requirements: (Ed. Code 52852)**

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

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

1-Principal  
 4-Classroom Teachers  
 1-Other Staff  
**And**  
 3-Parent/Community  
 3-High School Students

Please submit nominees' contact information to [raquel.jimenez@ousd.k12.ca.us](mailto:raquel.jimenez@ousd.k12.ca.us) for participation in district elections.

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