

OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 27, 2012

To: Board of Education

From: Tony Smith, Superintendent
Maria Santos, Deputy Superintendent
Susana Ramirez Director, State and Federal Compliance

Re: 2012/2013 CSSSP – Oakland Technical High School

Action Requested:

The Board of Education is requested to approve the 2012-2013 Community Schools Strategic Site Plan for Student Achievement for Oakland Technical High School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application, by the school 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 Single Plan for Student Achievement 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 the academic performance of all pupils to the level of the performance goals, as established by the Academic Performance Index. (API).

Discussion:

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

State Programs

- Economic Impact Aid/School Compensatory Education
- Economic Impact Aid/Limited English Proficient
- Quality Education Improvement Act (QEIA)
- School Improvement Grant (SIG)

Federal Programs

- Title I, Part A

Recommendation:

The Board of Education is requested to approve the 2012-2013 Community Strategic Site Plan application for Oakland Technical High School.



Community Schools Strategic Site Plan
Single Plan for Student Achievement

School: Oakland Technical High School

0136051

School Year: 2012-2013

COMMUNITY SCHOOLS STRATEGIC SITE PLAN (CSSSP)

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COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Superintendent's Letter

Our efforts in the Oakland Unified School District (OUSD) are now clearly focused on serving all of our children in every neighborhood by providing high quality community schools where children, adults, and community thrive. We are committed to creating and sustaining a district of community schools capable of supporting the unique needs of each child while creating caring school communities that link every Oakland Neighborhood. We believe that each child in Oakland must be ready to succeed in college and careers that lead them to healthy and happy lives.

It is with these beliefs that we engage in creating a Full Service Community School District filled with Full Service Community Schools, in which schools act as resource and service hubs that connect with local partners to help build healthy and vibrant schools and communities.

In this spirit, we are launching a new Community Schools Strategic Site Plan. The Community School (CS) Strategic Site Plan is closely aligned with the larger organizational strategic plan, *Community Schools, Thriving Students*. In addition to satisfying compliance requirements and guiding the allocation of categorical funds, the CS Strategic Site Plan will be a multi-year road map for each school to become actualized as a Full Service Community School. This new school site plan has been developed by a team of cross-departmental leaders in OUSD under the advisement of principals and community leaders. All school communities will complete the CS Strategic Site Plan in 2011-2012 to contribute to the development of site priorities for the 2012-2015 school years.

The CS Strategic Site Plan will continue to be annually approved by School Site Councils and the OUSD Board of Directors.

To lead these efforts, each site will create a Community School Leadership Team, whose body will incorporate members of each site's School Site Council (including the principal, parents, teachers, staff), and in secondary schools, the team will also include a student member. Additionally, each school will recruit their afterschool partner, as well as another key community partner, to become members of the Community School Leadership Team. This leadership team will drive the development of the CS Strategic Site Plan for their school and will be supported through a collaborative engagement process. In addition to existing School Site Council meetings, the Community School Leadership Teams will attend district-wide retreat days and collaboratively engage the broader community.

We are excited about supporting every school community to collaborate in service of building Full Service Community Schools across Oakland. As leaders of a Full Service Community District, we are committed to providing the conditions for this critical work to happen. I thank you for your engagement, leadership, and commitment to supporting the development of community schools and thriving students across Oakland.

COMMUNITY SCHOOLS STRATEGIC SITE PLAN

Context & Vision

OUSD

VISION: All students will graduate from high school. As a result, they are caring, competent and critical thinkers, fully-informed, engaged and contributing citizens and prepare to succeed in college and career.

MISSION: Oakland Unified School District is becoming a Full Service Community District that serves the whole child, eliminates inequity, and provides each child with excellent teachers for every day.

GOAL AREAS:

Every student in the Oakland Unified School District will:

- Attend a SAFE, HEALTHY, and SUPPORTIVE SCHOOL - Oakland will become a full-service community district that will collaborate with civic and community partners to reduce violence in the community and schools thereby creating secure campuses where a culture of calm prevails.
- Learn the knowledge, skills, and abilities to be PREPARED for SUCCESS in COLLEGE and CAREERS when they graduate from high school, to ensure that they can read, write, speak, think critically and reason mathematically for post-secondary success.
- Have HIGH QUALITY and EFFECTIVE INSTRUCTION with excellent teachers for every day of the school year.

The Oakland Unified School District will:

- Become a FULL SERVICE COMMUNITY DISTRICT that is in service of and fully supporting the success of community schools and thriving students.
- Be ACCOUNTABLE for HIGH QUALITY for its schools and in its work across the organization.

SCHOOL SITE CONTEXT

VISION

Oakland Tech's Vision is: All members of the Oakland Tech community will work cooperatively and communicate respectfully in a peaceful, safe, and clean environment. All Tech students will strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that will enable them to reach their highest potential. All Tech students will graduate with strong academic, vocational, and social skills, prepared to enter college, quality jobs, and career training. Oakland Tech's Schoolwide Learning Goals are: We, the students of Oakland Technical High School, will be: Effective Communicators who demonstrate proficiency in writing, reading, listening, speaking, and presenting. Indicators: ? Students use writing as a means of understanding and learning new concepts. ? Students write expository, persuasive, analytical, and creative pieces. ? Students prepare oral, written, visual, and artistic presentations. Skillful Users of Technology who access, organize, process, and evaluate information in both traditional and digital formats from a variety of sources. Indicators: ? Students conduct research using paper and digital resources with attention to reliability of sources and integrity of others? work. ? Students communicate with others using a variety of devices. ? Students use appropriate technology to exhibit their work. Problem solvers who use algebra and other mathematical and reasoning strategies to solve both theoretical and real-world problems. Indicators: ? Students complete Algebra 1 with a C or better by the end of 9th grade. ? Students complete at least two additional math courses. ? Students apply problem-solving strategies in their other courses, especially science. Active Participants in a Career-Building/College-Going Culture who have built a toolkit of skills and information that lead to college admission and entry into interesting careers. Indicators: ? Students meet or exceed UC a-g requirements. ? Students access the College and Career Center on campus. ? Students research basic information about a variety of colleges and careers. ? Students learn basic

information about ways to finance a college education. Contributors to the Community who live with integrity, show respect for others, and exhibit good citizenship. Indicators: ? Students participate in extracurricular activities such as sports, clubs, drama, dance, and musical performances. ? Students work together to improve the welfare of others. ? Students honor diversity and respect individual differences.

Accountable for Quality: Ensuring Thriving Students and Healthy Communities

Strategic Priority: The Accountability Plan

In June 2011, the OUSD Board of Education adopted our School Quality Standards. These standards include outcome standards that define for OUSD what "good" performance is. These are the standards we use to measure the extent to which our schools are ensuring that all of our students are thriving and likely to contribute to the health of our communities.

1. A quality school sets and achieves clear and measurable program goals and student learning objectives.
2. All students demonstrate progress on academic and social goals each year and across years.
3. All students achieve at similarly high rates and any gaps in achievement are substantially narrowing.
4. All students achieve at levels that compare positively with state and national averages and with similar schools.
5. All students demonstrate critical thinking skills and apply those skills towards solving complex tasks.
6. All students demonstrate skills in and knowledge of the arts and literature.
7. All students demonstrate an ability to understand and interact with people from different backgrounds.
8. All students achieve and maintain satisfactory physical health including diet, nutrition, exercise, and rest.
9. All students demonstrate the attributes and skills of emotional health and well-being.
10. All students demonstrate the skills, knowledge, and dispositions needed in the world of work.
11. All students demonstrate the skills, knowledge, and dispositions of engaged citizens.

OUSD schools will use these outcome standards to define and assess how they are developing toward quality Full Service Community Schools. School-level goals and metrics in the following sections should explicitly refer to these outcomes standards.

The School Accountability Plan

Oakland Tech's WASC Action Plan is aligned with and incorporated into the CSSSP. The action plan goals support the School Quality Standards adopted by the Board. Each year, the school prepares a progress report on each of its goals and the evolving demographics of the school. These are shared with the faculty and the Collaborative SSC at the end of the year and again at the opening of school for new teachers and SSC members. Oakland Tech has schoolwide participation in the California Healthy Kids Survey the OUSD Use Your Voice Survey. The school leadership uses the results of these surveys to monitor progress on the more affective standards. Departments use the Class Data Profiles each fall to assess the effectiveness of the prior year's instruction and to plan appropriate interventions for students.

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority A. Balanced Literacy & Literacy Across the Curriculum

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

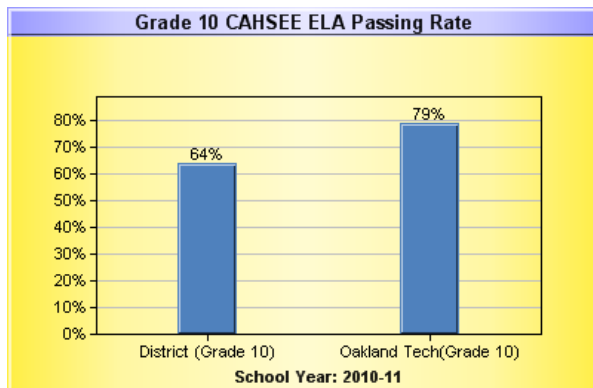
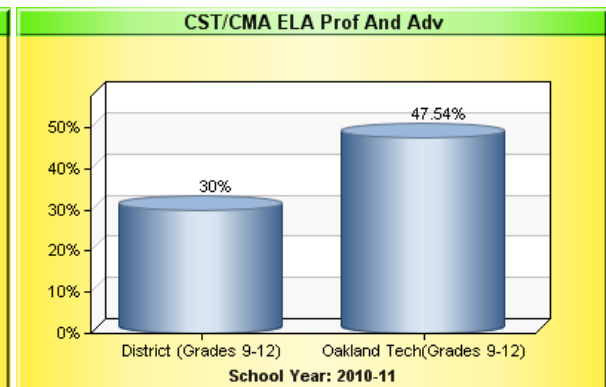
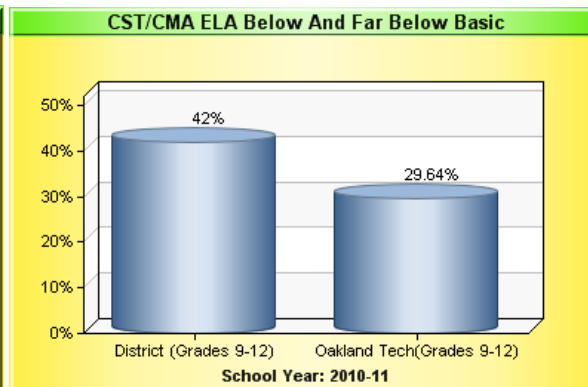
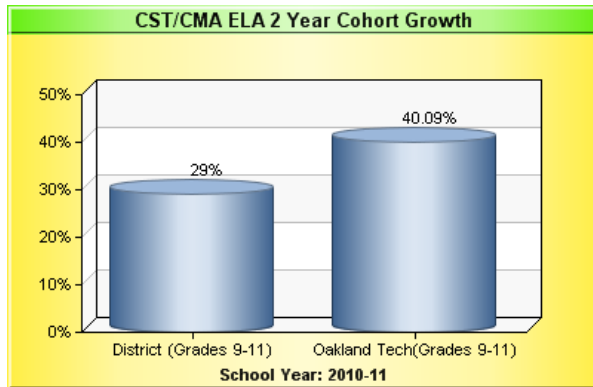
We want OUSD students to read, write, speak, and think critically for success in college and careers. We want Oakland students to relish reading, writing, and speaking and to become joyful, as well as competent, around literacy. To reach that goal, we need to develop a clear and common OUSD Literacy Framework. The beginning of our work will ensure that we assess reading levels of all students across the system. Additionally, we will approach literacy from a Response to Intervention Framework, ensuring that students have access to high-quality instruction and that higher tiers of support are provided when needed. OUSD must develop a PreK-12 core curriculum aligned to college and career ready standards and to the Common Core State Standards as they develop.

District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year (in two years for MS and HS)
3. Move/maintain CST Proficient and Advanced students
4. Accelerate reading by 1.5 additional grade levels for 3rd through 5th graders as measure by SRI to reach grade level standard (2 additional grade levels starting with 6th graders for MS, 3 additional grade levels starting with 9th graders for HS)
5. Student use of academic language and engagement with grade level content aligned to the Common Core State Standard will be increased from fall to spring as evidenced by principal observations.

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.



School Data

- ELA 8th Gr CST 1st Qtile=320 2nd Qtile=371 3rd Qtile=422 9th Gr CST 1st Qtile=317 2nd Qtile=366 3rd Qtile=419 10th Gr CST Eng 3 P/HP 1st Qtile=292 2nd Qtile=353 3rd Qtile=396 11th Grade CST Eng 4 P/HP/AP 1st Qtile=290 2nd Qtile=349 3rd Qtile=404
- 9th Gr Eng 1P 1st Sem 1st Qtile=C+ 2nd Qtile=C 3rd Qtile=A- 10th Gr 1st Sem Eng 2P 1st Qtile=D 2nd Qtile=C 3rd Qtile=B- 11th Gr 1st Sem Eng 3P/HP 1st Qtile=C+ 2nd Qtile=B- 3rd Qtile=B 12th Gr 1st Sem Eng 4P/HP/AP 1st Qtile=C 2nd Qtile=B- 3rd Qtile=B

Data Analysis

- 9th grade CST ELA scores track closely to 8th grade scores. However, 10th grade scores drop between 13 and 25 points for each quartile. 11th grade scores remain at the 10th grade level. HP and AP classes have higher CST scores.
- Letter grades for students in 10th, 11th, and 12th grade English classes show a decline from 9th grade, although 11th and 12th grade show a recovery compared to 10th.

Theory Action

- To prepare students for success in 9th grade: summer bridge after 8th grade, instructional software, Reading Specialist, small learning communities for every 9th grader, academic language and literacy across the curriculum with reading and writing

- To prepare students for success in 10th grade and CAHSEE: extended learning time for 9th grade assignments and 10th grade intervention, academic language and literacy across the curriculum, 10th grade writing strategies
- To prepare students for success in high school English, provide academic mentors to assist classroom teachers in 9th grade English.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|----------------------|-----------------|---------------------|----------------|-----------|-------------|--|--------------|---|----------|-----|---------------|
| Provide summer bridge program for rising 9th graders to prepare them for success in high school. | GPA, Attendance, CST | FBB, BB and BAS | Aug 2013 | Asst Principal | 3/15/2012 | 305SQ11A953 | Provide 2 teachers for summer bridge for rising 9th graders | 3010-Title I | 4395-SUMMER INTERVENTION - TITLE I SETASIDE | | 0 | \$15,200.00 |
| Provide summer bridge program for rising 9th graders to prepare them for success in high school. | GPA, Attendance, CST | FBB, BB and BAS | Aug 2013 | Asst Principal | 3/15/2012 | 305SQ11A954 | Provide instructional software for summer bridge for rising 9th graders | 3010-Title I | 4395-SUMMER INTERVENTION - TITLE I SETASIDE | | 0 | \$17,000.00 |
| Provide summer bridge program for rising 9th graders to prepare them for success in high school. | GPA, Attendance, CST | FBB, BB and BAS | Aug 2013 | Asst Principal | 3/15/2012 | 305SQ11A955 | Provide ELA instructional materials and supplies for summer bridge for rising 9th graders | 3010-Title I | 4395-SUMMER INTERVENTION - TITLE I SETASIDE | | 0 | \$500.00 |
| Provide Reading Specialist for 9th graders to provide strategic intervention for FBB/BB. | GPA, CST | FBB, BB | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A956 | Reading Specialist provided with central funding | N/A | | | 0 | \$0.00 |
| Small learning communities for all 9th graders will provide collaborative support for achievement and engagement. | GPA, CST | FBB, BB | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A957 | 1.0 FTE teacher to make common collaboration period possible for 9th grade house teachers provided with SLC funds. | N/A | | | 0 | \$0.00 |
| Small learning communities for all 9th graders will provide collaborative support for achievement and engagement. | GPA, CST | FBB, BB | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A961 | 1.0 FTE assistant principal to organize and provide counseling for 9th grade houses provided with SLC funds. | N/A | | | 0 | \$0.00 |
| Academic language and literacy strategies across the curriculum will provide consistent instruction in reading and writing strategies. | GPA, CST, CAHSEE | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A962 | Provide professional development in academic literacy strategies in reading and writing for all faculty beyond the contractual professional development schedule and provide collaborative time for teachers to evaluate effectiveness of strategies | 3010-Title I | 1120-TEACHERS SALARIES STIPENDS | | 0 | \$14,000.00 |
| Academic language and literacy strategies across the curriculum will provide consistent instruction in reading and writing strategies. | GPA, CST, CAHSEE | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A963 | Provide consultant to train faculty in academic literacy strategies in reading and writing | 3010-Title I | 5825-CONSULTANTS | | 0 | \$500.00 |
| Academic language and literacy strategies across the curriculum will provide consistent | GPA, CST, CAHSEE | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A964 | Provide stipends for teachers to develop curriculum that applies targeted academic | 3010-Title I | 1120-TEACHERS SALARIES STIPENDS | | 0 | \$2,400.00 |

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|--|-------------------------------|--------------|---------------------|-----------|-----------|--------------|---|----------------|---------------------------------|--|---|-------------|
| instruction in reading and writing strategies. | | | | | | | literacy strategies in every subject. | | | | | |
| Academic language and literacy strategies across the curriculum will provide consistent instruction in reading and writing strategies. | GPA, CST, CAHSEE | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A965 | Provide supplemental instructional materials that apply targeted academic literacy strategies in every subject. | 3010-Title I | 4310-SUPPLIES | | 0 | \$1,327.54 |
| Academic language and literacy strategies across the curriculum will provide consistent instruction in reading and writing strategies. | GPA, CST, CAHSEE | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A1001 | Provide consultant to do follow-up and refresher training in academic literacy strategies | 7090-EIA - SCE | 5825-CONSULTANTS | | 0 | \$3,000.00 |
| Academic language and literacy strategies across the curriculum will provide consistent instruction in reading and writing strategies. | GPA, CST, CAHSEE | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A1558 | Provide supplemental instructional materials that apply targeted academic literacy strategies in every subject. | 3010-Title I | 4200-BOOKS-OTHER THAN TEXTBOOKS | | 0 | \$1,000.00 |
| Targeted writing strategies in every 9th and 10th grade ELA class will prepare students for success on the CAHSEE and in upper grades. | GPA, CST, district benchmarks | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A967 | Provide professional development for 10th grade ELA teachers in additional effective writing strategies. | 3010-Title I | 1120-TEACHERS SALARIES STIPENDS | | 0 | \$900.00 |
| Targeted writing strategies in every 9th and 10th grade ELA class will prepare students for success on the CAHSEE and in upper grades. | GPA, CST, district benchmarks | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQ11A1013 | Provide 5 UC students to work as academic mentors in English 1 classrooms | 3010-Title I | 5825-CONSULTANTS | | 0 | \$11,500.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority B. Science, Technology, Engineering, Mathematics (STEM)

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- ensures that all teaching is grounded in a clear, shared set of beliefs about how students learn best.
- provides and ensures equitable access to curriculum and courses that prepare all students for college

From OUSD Strategic Plan:

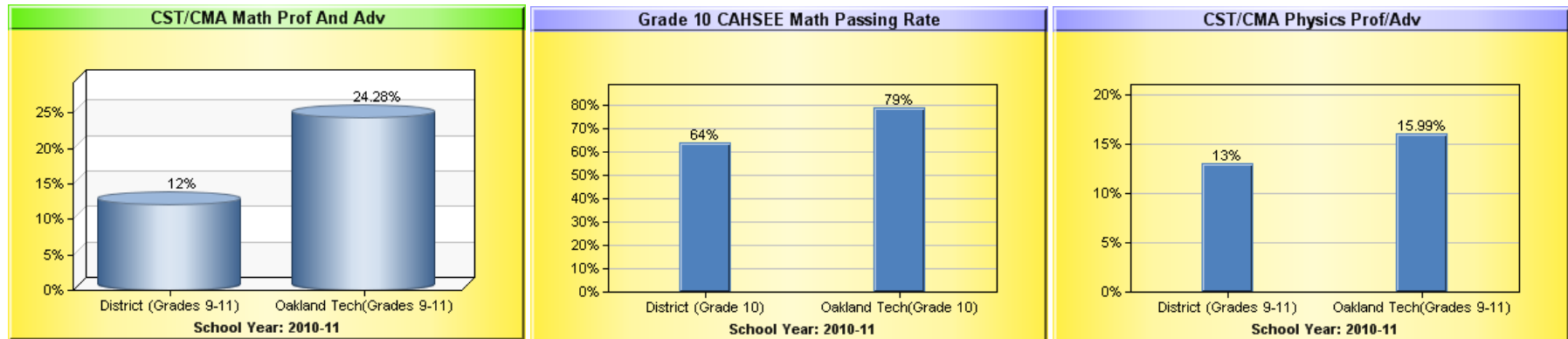
In the past three years, students exhibited steady achievement gains in science and mathematics. More elementary teachers have scheduled science and math instruction into students' school day and are using the district-adopted materials with integrity. While we celebrate the academic gains in science and mathematics, we also recognize their inadequacy and unevenness when we delve deeper into the results for various student populations (e.g., African-American, Latino, English Language Learners), grade spans (middle and high school students) and schools. We are committed to accelerating science and mathematics gains and supporting robust teaching and learning. We plan not only to dramatically improve science and mathematics learning but also to create a deep understanding of Science, Technology, Engineering and Mathematics (STEM) careers and opportunities for linked learning, both in school and the workforce.

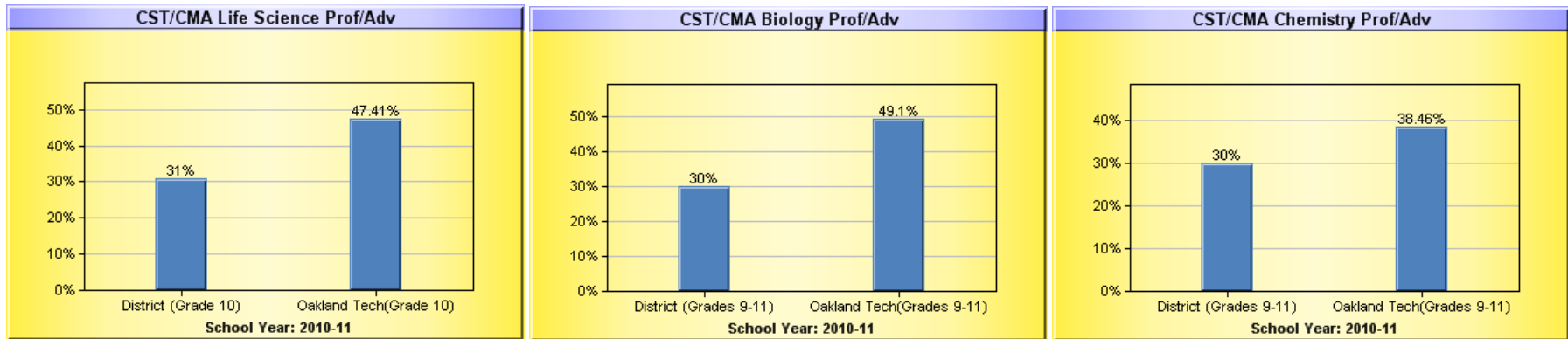
District-level Goals

1. Reach double digit growth, as measured by CST, for all students- with a focus on historically underserved students.
2. Move CST FBB students to Basic in one year.
3. Move/maintain CST Proficient and Advanced students
4. Increase by 10% the number of proficient and advanced students in CST science and by 15% English Language Learners and African American Males

School Federal and State Academic Achievement Goals:

School goal is to meet or surpass all Title I Part A Adequate Yearly Progress and California Department of Education Academic Performance Index targets.





School Data

- 162 students repeated Alg 1 in Gr 9 & 10. 2011 Alg 1 CST 1st Quartile=257 2nd Quartile=279 3rd Quartile=304. 2012 Alg 1 Sem 1 Grades 1st Quartile F 2nd Quartile D- 3rd Quartile C
- 190 students enrolled in Intermediate Alg in Gr 10-12. 2011 Geom CST 1st Quartile=233 2nd Quartile=257 3rd Quartile=296. 2012 Int Algebra Sem 1 Grades 1st Quartile=C- 2nd Quartile=C+ 3rd Quartile=B-

Data Analysis

- At least 50% of students who repeat Algebra 1 received a D- or F for Sem 1.
- At least 75% of Geometry CST scores for students in Intermediate Algebra are FBB or BB.
- At least 75% of Algebra 1 CST scores for students who repeat Algebra 1 are FBB or BB.

Theory Action

- To prepare students for success in Algebra, Geometry, and Intermediate Algebra: provide summer bridge after 8th grade, blended instruction using instructional software, tutors, math skill acceleration strategies, and intervention classes.
- To prepare students for success in Biology, provide academic mentors to assist classroom teachers.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|--|------------------|-----------------|---------------------|----------------|-----------|-------------|---|--------------|---------------|------------|-----|---------------|
| Blended instruction using instructional technology in Algebra and Intermediate Algebra will assist students to achieve course standards. | GPA, CST, CAHSEE | FBB, BB and BAS | Aug 2012 - Jun 2013 | Math Dept Head | 3/15/2012 | 305SQI1B863 | Provide instructional software, technology, and teaching methods for blended instruction in Algebra, Geometry, and Intermediate Algebra. | 3010-Title I | 4310-SUPPLIES | | 0 | \$28,381.20 |
| Blended instruction using instructional technology in Algebra and Intermediate Algebra will assist students to achieve course standards. | GPA, CST, CAHSEE | FBB, BB and BAS | Aug 2012 - Jun 2013 | Math Dept Head | 3/15/2012 | 305SQI1B982 | Supplemental computer-based intervention support in two periods for targeted Algebra 1 students who have not achieved Algebra proficiency | 3010-Title I | | K12TCH0440 | 0.4 | \$35,684.95 |

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|---|----------------------|-----------------|---------------------|----------------------|-----------|--------------|---|----------------|---|------------|-----|-------------|
| Academic mentors will assist classroom teacher in using instructional technology. | GPA, CST, CAHSEE | FBB, BB and BAS | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQI1B968 | 5 UC students to work as academic mentors in math classrooms | 3010-Title I | 5825-CONSULTANTS | | 0 | \$11,500.00 |
| Math skill acceleration strategies will assist students to achieve course standards. | GPA, CST, CAHSEE | FBB, BB and BAS | Aug 2012 - Jun 2013 | Math Department Head | 3/15/2012 | 305SQI1B969 | Provide professional development in math skill acceleration strategies beyond the contractual professional development schedule and provide collaborative time for teachers to evaluate effectiveness of strategies | 3010-Title I | 1120-TEACHERS SALARIES STIPENDS | | 0 | \$2,400.00 |
| Math intervention classes will assist students to achieve course standards. | GPA, CST, CAHSEE | FBB, BB | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQI1B981 | Provide two new classes of Algebra 1 intervention (in addition to core) to support full achievement of the state standards | 3010-Title I | | K12TCH9999 | 0.4 | \$30,239.99 |
| Math intervention classes will assist students to achieve course standards. | GPA, CST, CAHSEE | FBB, BB | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQI1B1004 | Provide CAHSEE math intervention classes and additional sections of supplemental instruction (in addition to core) to support graduation requirements | 7090-EIA - SCE | | K12TCH0552 | 1 | \$88,183.84 |
| Academic mentors in Biology will assist students to achieve course standards. | GPA, CST | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQI1B971 | 5 UC students to work as academic mentors in Biology classes | 3010-Title I | 5825-CONSULTANTS | | 0 | \$12,000.00 |
| Summer bridge program for rising 9th graders will prepare them for success in high school. | GPA, CST | FBB, BB and BAS | Aug 2012 | Assistant Principal | 3/15/2012 | 305SQI1B972 | Provide 2 Math teachers for summer bridge for rising 9th graders | 3010-Title I | 4395-SUMMER INTERVENTION - TITLE I SETASIDE | | 0 | \$15,200.00 |
| Summer bridge program for rising 9th graders will prepare them for success in high school. | GPA, CST | FBB, BB and BAS | Aug 2012 | Assistant Principal | 3/15/2012 | 305SQI1B974 | Instructional software for summer bridge for rising 9th graders provided in Literacy strategic action. | N/A | | | 0 | \$0.00 |
| Summer bridge program for rising 9th graders will prepare them for success in high school. | GPA, CST | FBB, BB and BAS | Aug 2012 | Assistant Principal | 3/15/2012 | 305SQI1B975 | Provide Math instructional materials and supplies for summer bridge for rising 9th graders | 3010-Title I | 4395-SUMMER INTERVENTION - TITLE I SETASIDE | | 0 | \$500.00 |
| Include study trips and supplemental instructional materials in the curriculum to assure that it is challenging and relevant. | GPA, Attendance, CST | All Students | Aug 2012 - Jun 2013 | Assistant Principal | 3/15/2012 | 305SQI1B1008 | Provide admission fees and buses for study trips | 7090-EIA - SCE | 5826-NON-CONTRACT SERVICES | | 0 | \$4,000.00 |
| Include study trips and supplemental instructional materials in the curriculum to assure that it is challenging and | GPA, Attendance, CST | All Students | Aug 2012 - Jun 2013 | Assistant Principal | 3/15/2012 | 305SQI1B1009 | Provide supplemental materials and supplies | 7090-EIA - SCE | 4310-SUPPLIES | | 0 | \$2,558.24 |

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|---|----------------------|--------------|---------------------|---------------------|-----------|--------------|---|----------------|---------------------------------|--|---|------------|
| relevant. | | | | | | | | | | | | |
| Include study trips and supplemental instructional materials in the curriculum to assure that it is challenging and relevant. | GPA, Attendance, CST | All Students | Aug 2012 - Jun 2013 | Assistant Principal | 3/15/2012 | 305SQI1B1555 | Provide supplemental materials and supplies | 7090-EIA - SCE | 4200-BOOKS-OTHER THAN TEXTBOOKS | | 0 | \$3,000.00 |

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority C. Transitions & Pathways PreK-12

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

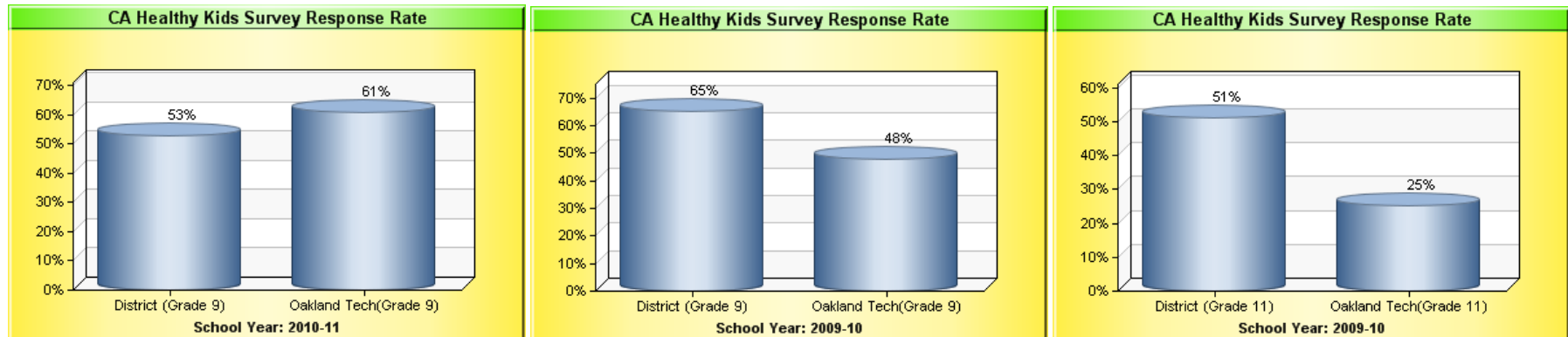
School Quality Standards relevant to this Strategic Priority

A quality school...

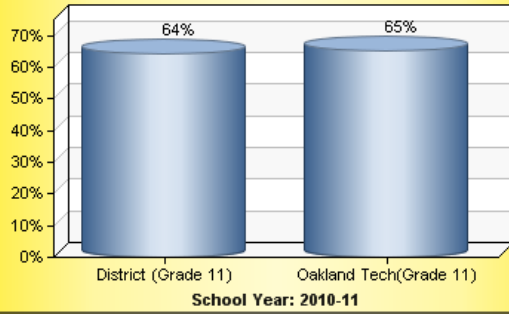
- provides students with curriculum that is meaningful and challenging to them
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

From OUSD Strategic Plan:

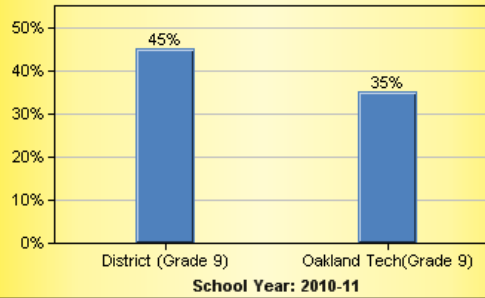
Too many of OUSD's schools work in isolation and focus little attention on where students have been and where they are going. Early childhood programs need to be aligned to the K-5 continuum and expanded to serve more students. Principals at K-5 schools with early childhood programs will supervise the programs and help to integrate them into the school culture. We must develop transitional kindergarten programming to include curriculum and professional development. College and career readiness doesn't begin in high school. In OUSD, the elementary and middle school academic core must be aligned to what students must know, understand, and be able to do to succeed in college-preparatory courses in high school. Elementary and middle school communities in regions will collaborate to share best practices and to develop robust feeder options. Building on existing programs, OUSD will also seek additional funds to develop a comprehensive "Career Pathways" approach to preparing our young people to be successful in college and careers. In order to attract and hold students and families, we will use the FSCS model to create corridors, networking Pre-K through 12 schools in targeted areas in new and innovative ways.



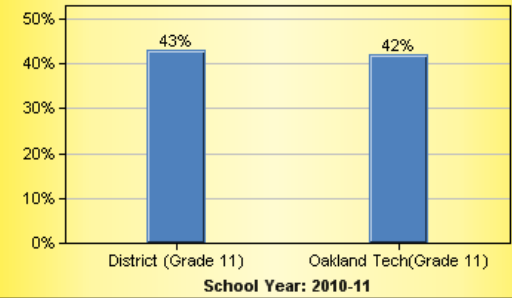
CA Healthy Kids Survey Response Rate



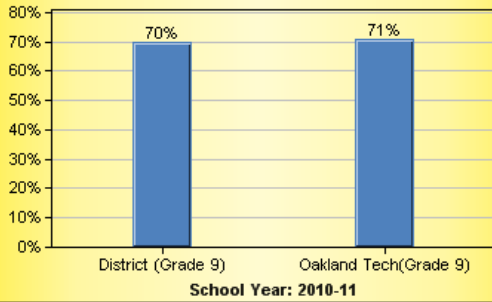
**Teachers show how lessons help in real life
__% Agree/Strongly Agree**



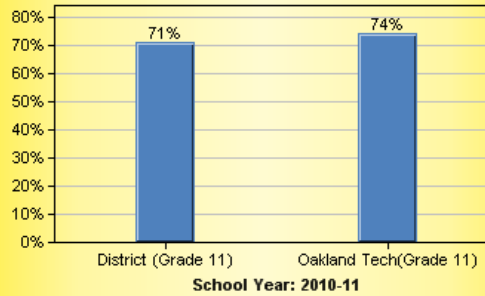
**Teachers show how lessons help in real life
__% Agree/Strongly Agree**



TeacherBelieveWillbeSuccess % Pretty Much & above



TeacherBelieveWillbeSuccess % Pretty Much & above



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority D. College, Career & Workforce

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

School Quality Standards relevant to this Strategic Priority

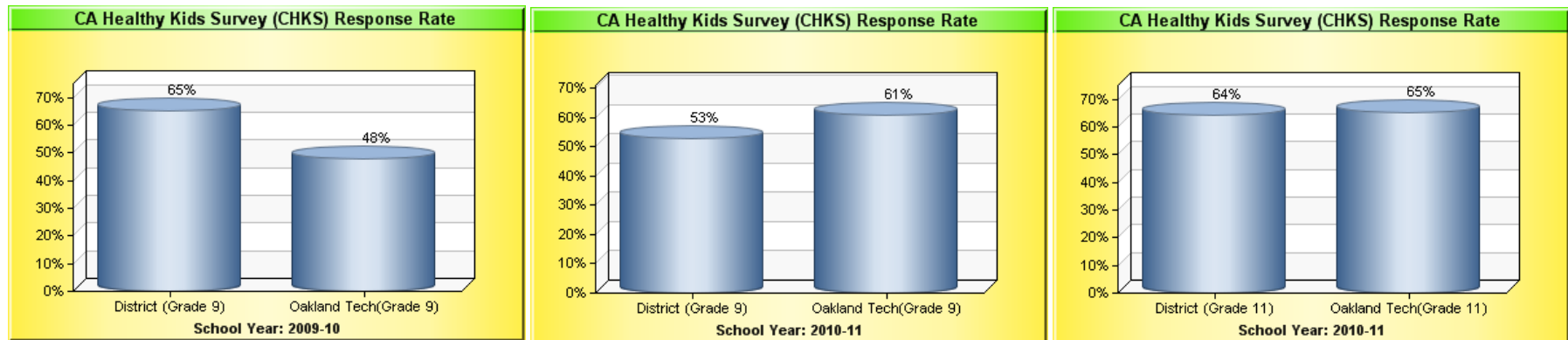
A quality school...

- provides students with curriculum that is meaningful and challenging to them
- ensures that students know what they're learning, why they're learning it and how it can be applied
- provides and ensures equitable access to curriculum and courses that prepare all students for college
- provides opportunities for students to learn career-related skills and to develop 21st century work habits.

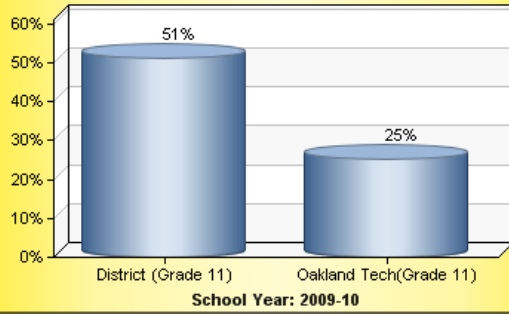
From OUSD Strategic Plan:

In order to make sure that more students graduate, and our graduates are ready for college and career, OUSD will make a significant investment in strategies, structures, and resources to implement core elements of the secondary reform. Career pathways will connect strong academics, Career Technical Education (CTE), work-based learning experiences and support services so that students are prepared for college and career success within the context of a specific, high demand industry sector. Building on the number of career pathways that exist in high schools now, we will increase the number of well-developed and effectively-implemented pathways, which include certificates linked to occupations. OUSD's "Career Pathways" approach will lead to a full range of postsecondary and career opportunities and keep all options open after high school.

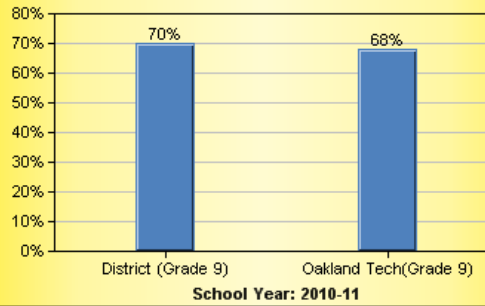
1. Combined 4-& 5- year graduation rate will increase by 10%- with graduation rate based on 9th grade enrollment (HS only)
2. Increase by 15% the number of African-American Males and Latino Males who pass CAHSEE on the first attempt (HS only)
3. 80% of the ninth graders will complete 60 credits (HS only)



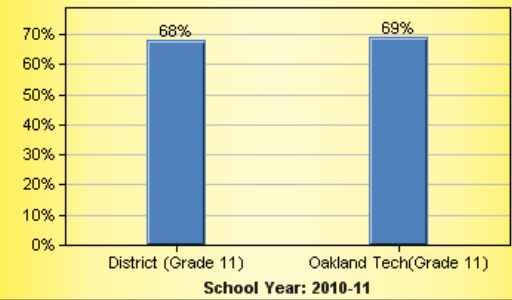
CA Healthy Kids Survey (CHKS) Response Rate



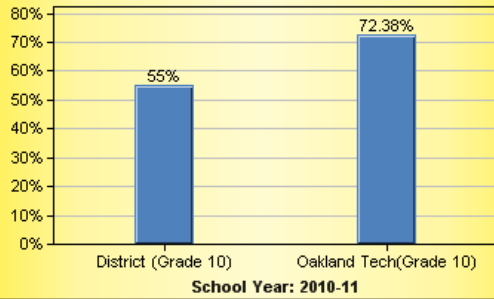
School adults encourage me to work hard



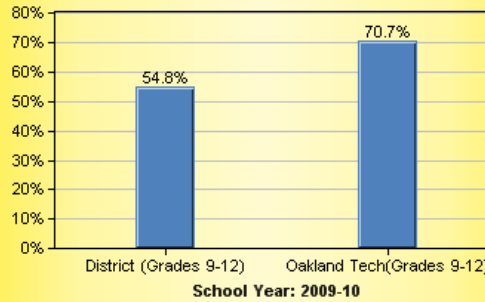
School adults encourage me to work hard



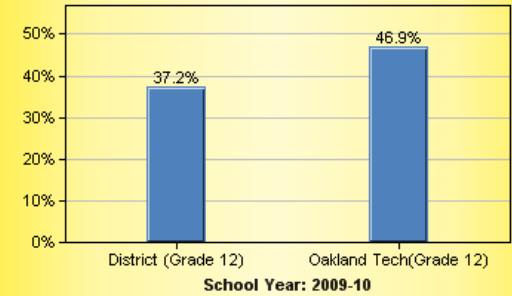
CAHSEE MATH & ELA Pass Rate



Cohort Graduation Rates



Graduates completing A-G courses %



School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority E. Accelerating Students through Targeted Approaches* (Collaborative Teacher Inquiry/African American Male Achievement/Academic Language & Literacy/Focal 15/English Learners/Students with Disabilities/GATE)

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We need to close the achievement gap through targeted approaches, focusing on literacy development, African American Male Achievement, targeted inquiry, English Language Learners, Students with Disabilities, and Programs for Exceptional Children. The patterns of academic performance we see in our district, schools, and classrooms are evidence of a system that is horribly inadequate. We need to differentiate supports and strategies in order to accelerate achievement and address the disparities in educational and social outcomes for populations of students.

1. Increase the number of African American Male students on the honor roll by 15%

Theory Action

- Professional Learning Communities will improve the level of engagement of students with the instructional and cultural program at the school.
- Including an ELD teacher, a bilingual liaison, and bilingual tutors in the EL program will assist students to achieve fluency in English and achieve course standards for graduation.
- Providing a class for African American males in strategies for success will improve their academic engagement.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|--------------------------|------------------|---------------------|-----------|-----------|------------|---|----------------|---------------------------------|------------|-----|---------------|
| Support existing Professional Learning Communities as a means of collaborative teacher inquiry. | GPA, CST, Use Your Voice | All Students | Aug 2012 - Jun 2013 | Principal | 5/17/2012 | 305SQ1E987 | Identify high-functioning PLCs and provide additional professional development time for them to meet | 7090-EIA - SCE | 1120-TEACHERS SALARIES STIPENDS | | 0 | \$25,000.00 |
| Support existing Professional Learning Communities as a means of collaborative teacher inquiry. | GPA, CST, Use Your Voice | All Students | Aug 2012 - Jun 2013 | Principal | 5/17/2012 | 305SQ1E988 | Form new PLCs and train new teachers in effective PLC work | 7090-EIA - SCE | 1120-TEACHERS SALARIES STIPENDS | | 0 | \$10,000.00 |
| Include an ELD teacher, a bilingual liaison, and bilingual tutors to assist students to achieve fluency in English and achieve course standards for graduation. | GPA, CST, CELDT, CAHSEE | English Learners | Aug 2012 - Jun 2013 | Principal | 5/17/2012 | 305SQ1E989 | Provide supplemental instruction to identified EL students to achieve full English proficiency | 7091-EIA - LEP | | K12TCH0163 | 0.5 | \$43,304.46 |
| Include an ELD teacher, a bilingual liaison, and bilingual tutors to assist students to achieve fluency in English and achieve | GPA, CST, CELDT, CAHSEE | English Learners | Aug 2012 - Jun 2013 | Principal | 5/17/2012 | 305SQ1E990 | Provide bilingual liaison to work with students & families in EL program to support parent engagement and | 7091-EIA - LEP | 5825-CONSULTANTS | | 0 | \$10,000.00 |

| | | | | | | | | | | | | | |
|---|--------------------------|------------------|---------------------|-----------|-----------|-------------|---|----------------|---------------------------------|------------|-----|-------------|--|
| course standards for graduation. | | | | | | | coordinate EL interventions | | | | | | |
| Include an ELD teacher, a bilingual liaison, and bilingual tutors to assist students to achieve fluency in English and achieve course standards for graduation. | GPA, CST, CELDT, CAHSEE | English Learners | Aug 2012 - Jun 2013 | Principal | 5/17/2012 | 305SQ1E991 | Provide supplemental instruction to identified EL students to achieve full English proficiency | 3010-Title I | | K12TCH0163 | 0.5 | \$43,304.46 | |
| Include an ELD teacher, a bilingual liaison, and bilingual tutors to assist students to achieve fluency in English and achieve course standards for graduation. | GPA, CST, CELDT, CAHSEE | English Learners | Aug 2012 - Jun 2013 | Principal | 5/17/2012 | 305SQ1E992 | Provide bilingual tutors to work with EL students to support fluency in English and full achievement of ELA standards | 7091-EIA - LEP | 5825-CONSULTANTS | | 0 | \$4,000.00 | |
| Include an ELD teacher, a bilingual liaison, and bilingual tutors to assist students to achieve fluency in English and achieve course standards for graduation. | GPA, CST, CELDT, CAHSEE | English Learners | Aug 2012 - Jun 2013 | Principal | 5/17/2012 | 305SQ1E993 | Provide supplemental instructional materials and supplies | 7091-EIA - LEP | 4310-SUPPLIES | | 0 | \$557.52 | |
| Include an ELD teacher, a bilingual liaison, and bilingual tutors to assist students to achieve fluency in English and achieve course standards for graduation. | GPA, CST, CELDT, CAHSEE | English Learners | Aug 2012 - Jun 2013 | Principal | 5/17/2012 | 305SQ1E1557 | Provide supplemental instructional materials and supplies | 7091-EIA - LEP | 4200-BOOKS-OTHER THAN TEXTBOOKS | | 0 | \$2,000.00 | |
| Provide a class in strategies for success to improve students' academic engagement. | GPA, CST, Use Your Voice | FBB, BB and BAS | Aug 2012 - Jun 201 | Principal | 5/17/2012 | 305SQ1E994 | Provide a specialist to teach a supplemental class in strategies for success for students who require stronger engagement in the school program | 7090-EIA - SCE | 5825-CONSULTANTS | | 0 | \$20,000.00 | |
| Provide a class in strategies for success to improve students' academic engagement. | GPA, CST, Use Your Voice | FBB, BB and BAS | Aug 2012 - Jun 201 | Principal | 5/17/2012 | 305SQ1E995 | Provide supplemental instructional materials and supplies for students who require stronger engagement in the school program | 7090-EIA - SCE | 4310-SUPPLIES | | 0 | \$4,000.00 | |
| Provide a class in strategies for success to improve students' academic engagement. | GPA, CST, Use Your Voice | FBB, BB and BAS | Aug 2012 - Jun 201 | Principal | 5/17/2012 | 305SQ1E1559 | Provide supplemental instructional materials and supplies for students who require stronger engagement in the school program | 7090-EIA - SCE | 4200-BOOKS-OTHER THAN TEXTBOOKS | | 0 | \$1,000.00 | |
| There is considerable work going on at this school to expand Adv. Placement offerings for all students. The AP Achievement Institute will be held in June to support teachers to better scaffold for all students who wish to | GPA, AP | GATE | 2012-13 | Principal | 5/17/2012 | 305SQ1E4588 | GATE PROGRAM | N/A | | | 0 | \$0.00 | |

take an AP class.
Professional
Development will also
be held through the 12-
13 school year to
support the training of
AP teachers to best
support the success of
students

SERVICES

School Quality Indicator 1: Quality Learning Experiences for All Students

Strategic Priority F. Extending Learning Time

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

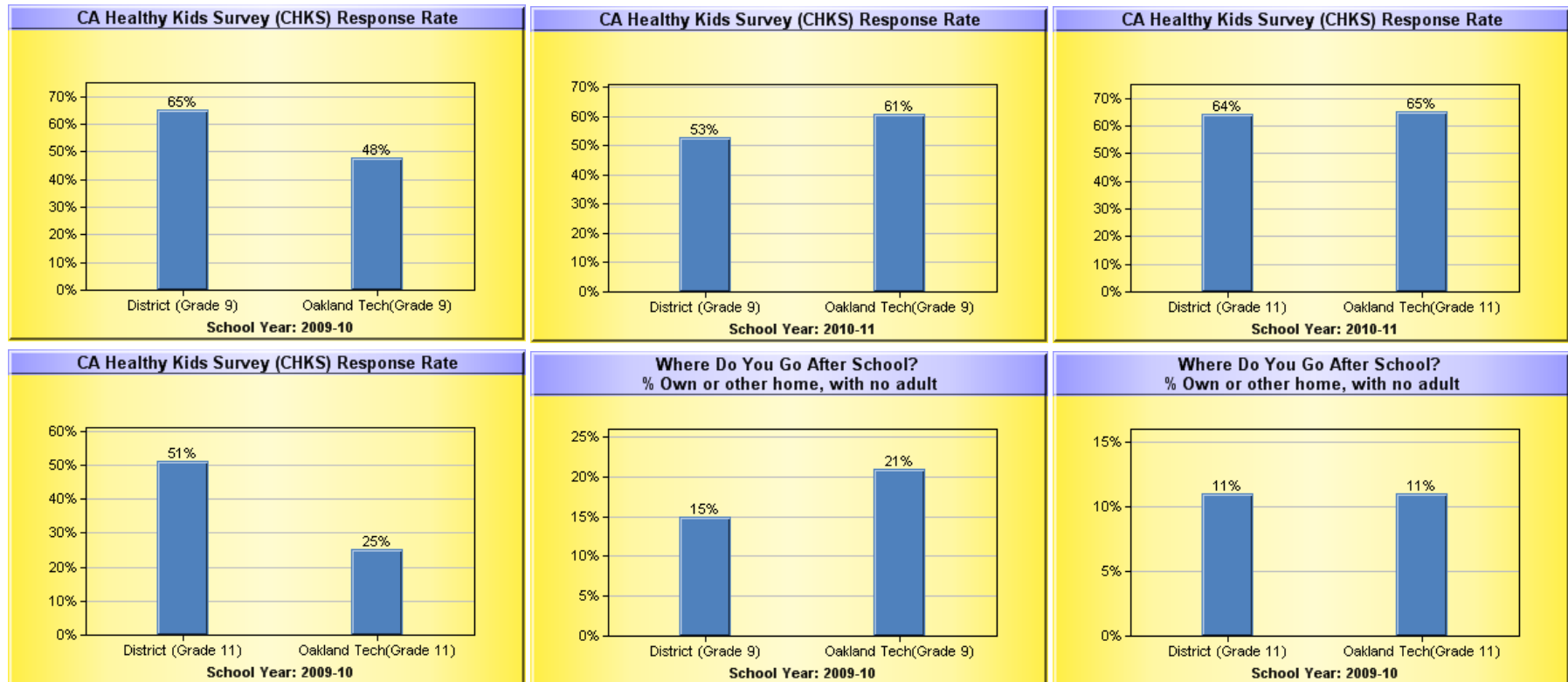
School Quality Standards relevant to this Strategic Priority

A quality school...

- provides academic intervention and broader enrichment supports before, during, and after school

From OUSD Strategic Plan:

We want each student to attend a school that offers a comprehensive and integrated approach to education in which the school acts as a hub of partnerships that organizes the resources within the community. We need to build extended learning opportunities whereby the school and community work together to break down barriers to learning and foster true, authentic collaborations in service of thriving students. We envision a system in which schools extend beyond the traditional school day ? offering students and families learning opportunities before and after school, on weekends, and during the summer.



School Data

- See data for Literacy and STEM

Data Analysis

- At least 25% of the students who are enrolled in English 2 or Intermediate Algebra, and students who are repeating Algebra 1 or Geometry are not completing the course requirements.
- Students who are enrolled in English 1 in 9th grade may need extra time to complete course requirements in order to make a strong start in English 2.

Theory Action

- Providing extra time to work with a teacher in English 1, English 2, Algebra 1, Geometry, or Intermediate Algebra will give more students the opportunity to complete course requirements.
- Providing incentives for attending extra study sessions with a teacher will encourage students to complete course requirements.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|------------------|-----------------|---------------------|---------------------|-----------|-------------|--|--------------|---|----------|-----|---------------|
| Extending the time for students to complete course requirements into the summer will allow more students to pass key courses. | GPA, CST, CAHSEE | FBB, BB and BAS | Jun 2013 - Aug 2013 | Assistant Principal | 2/27/2012 | 305SQ11F979 | Provide 1 ELA teacher and 1 math teacher for 4 weeks of extended time during the summer for 100 students | 3010-Title I | 4395-SUMMER INTERVENTION - TITLE I SETASIDE | | 0 | \$15,200.00 |
| Extending the time for students to complete course requirements into the summer will allow more students to pass key courses. | GPA, CST, CAHSEE | FBB, BB and BAS | Jun 2013 - Aug 2013 | Assistant Principal | 2/27/2012 | 305SQ11F980 | Provide ELA and math materials and supplies for 4-week summer intervention class | 3010-Title I | 4395-SUMMER INTERVENTION - TITLE I SETASIDE | | 0 | \$500.00 |

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority A. School Culture (including Meaningful Student Engagement)

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

School Quality Standards relevant to this Strategic Priority

A quality school...

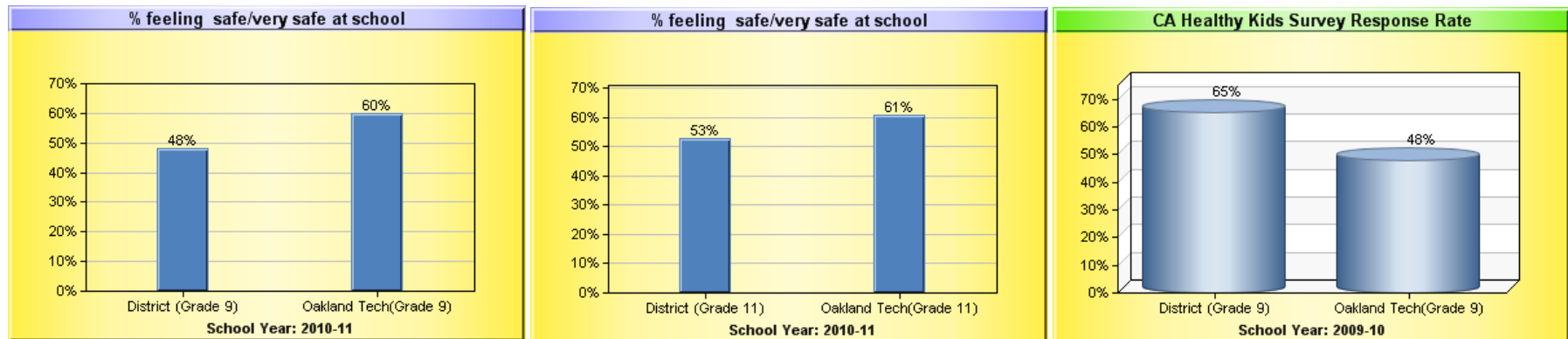
1. is a safe and healthy center of the community, open to community use before, during, and after the school day.
2. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
3. identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future.
4. creates an inclusive, welcoming and caring community, fostering communication that values individual/cultural differences.
5. defines learning standards for social and emotional development and implements strategies to teach those standards

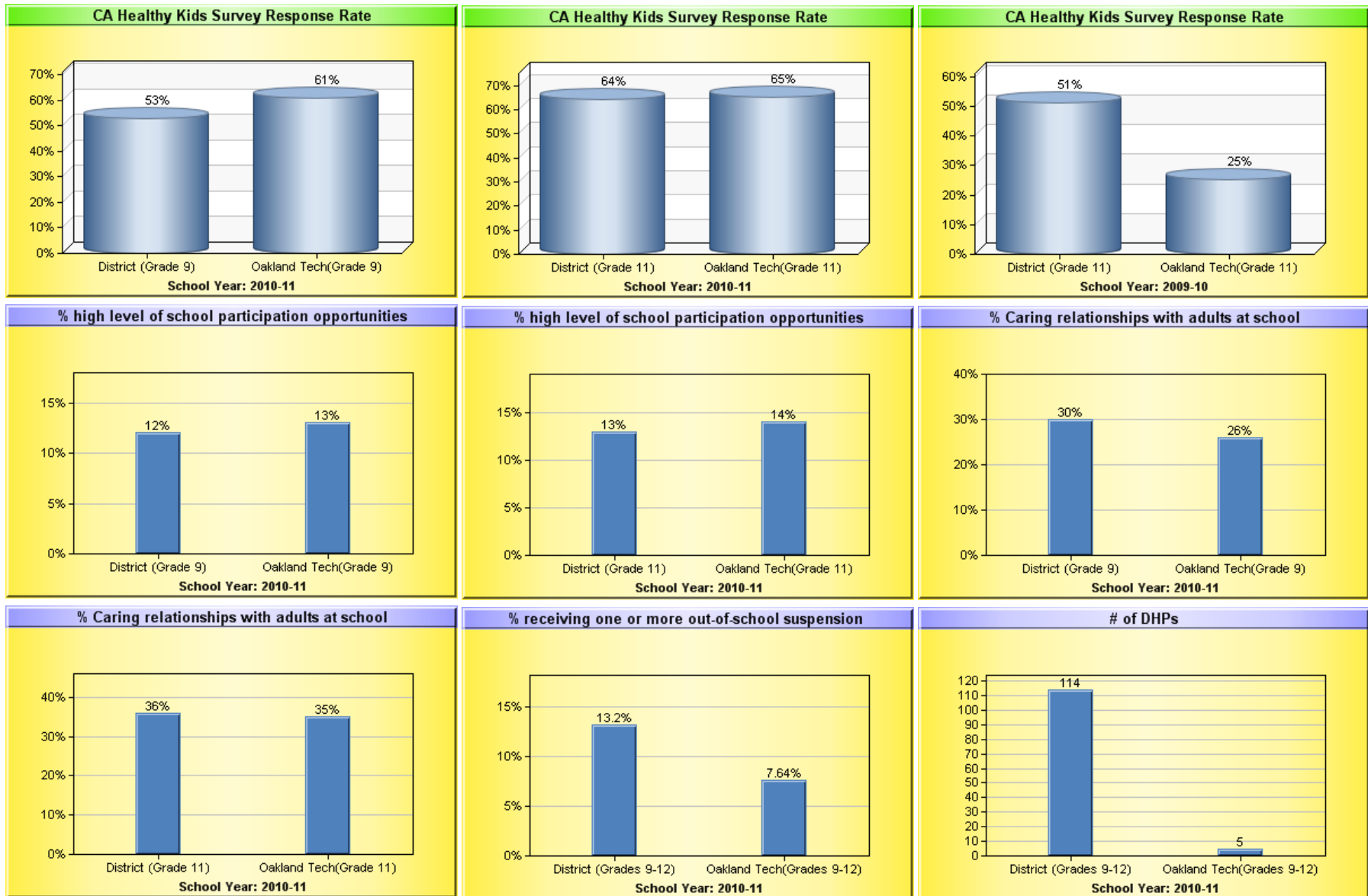
From OUSD Strategic Plan:

Full Service Community Schools create a safe and supportive environment where students can thrive academically, socially, and emotionally. Schools offer a comprehensive and integrated approach to education that is founded on caring relationships and high expectations. Healthy school cultures include preventative, early intervention, and intensive services and supports accessible to all students. School-wide positive behavioral and academic supports are augmented by Tier 2 targeted intervention and Tier 3 individualized supports, which are monitored and coordinated through COST and SST. Schools create professional learning structures to support adults to learn the science and practice of teaching Social Emotional Learning (SEL) skills to increase the capacities of students to manage emotions, develop empathy and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. A thriving school culture also encourages student leadership and motivational programs, such as expanded celebrations of student achievements.

District-level Goals

- Reduce Disciplinary Hearing Process referrals by 20%





School Data

- Student surveys have shown that a significant number of students experience a low level of engagement in one or more of their classes.
- Student surveys have shown that a significant number of students have experienced one or more incidents of being bullied.

Data Analysis

- The data indicates that the school needs to be more effective in addressing the challenge of students who do not experience a high level of engagement with their studies.
- The data indicates that the schools needs to be more effective in addressing the challenge of reducing the number of incidents of bullying.

Theory Action

- The Safe & Supportive Schools action plan items to address the needs of students with a low level of engagement in one or more classes will increase the level of student engagement schoolwide.
- The Safe & Supportive Schools action plan items to address the incidents of bullying among students will reduce the amount of bullying on campus and increase school safety.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|------------|----------|----------|-------|-----------|--------------|--|------------------|-----------|----------|-----|---------------|
| See Safe & Supportive Schools action plan items regarding student engagement | | | | | 3/29/2012 | 305SQI2A2257 | Hire an S3 Coordinator to implement the S3 action plan | Non-SSC approved | | | 0 | \$0.00 |
| See Safe & Supportive Schools action plan items regarding student engagement | | | | | 3/29/2012 | 305SQI2A2258 | See S3 action plan items regarding student engagement | Non-SSC approved | | | 0 | \$0.00 |
| See Safe & Supportive Schools action plan items regarding the reduction of bullying of students | | | | | 3/29/2012 | 305SQI2A2259 | See S3 action plan items regarding bullying | Non-SSC approved | | | 0 | \$0.00 |

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority B. Health & Wellness

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

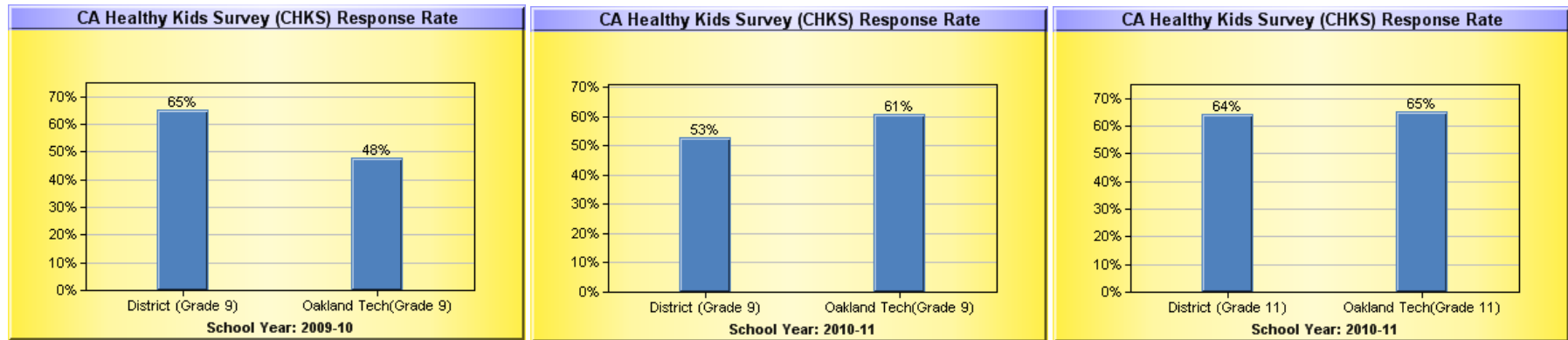
School Quality Standards relevant to this Strategic Priority

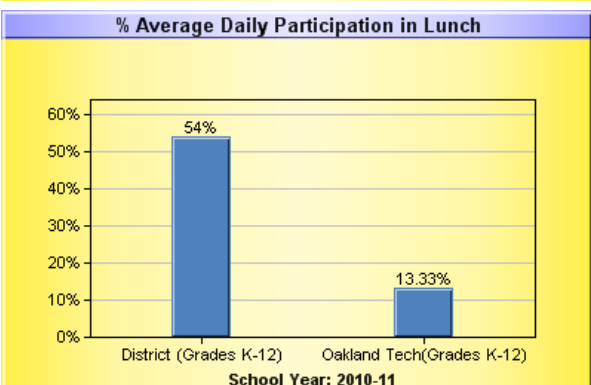
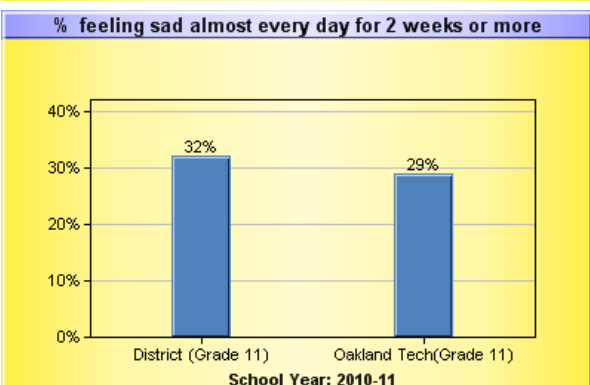
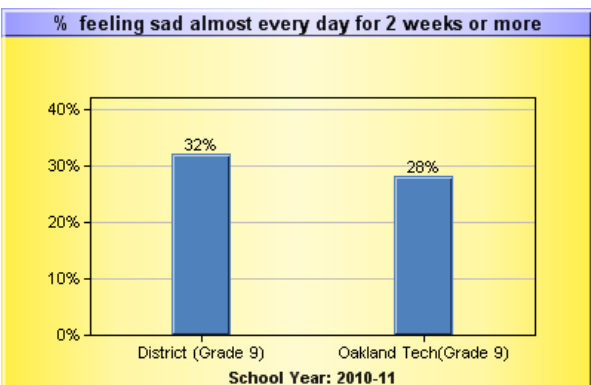
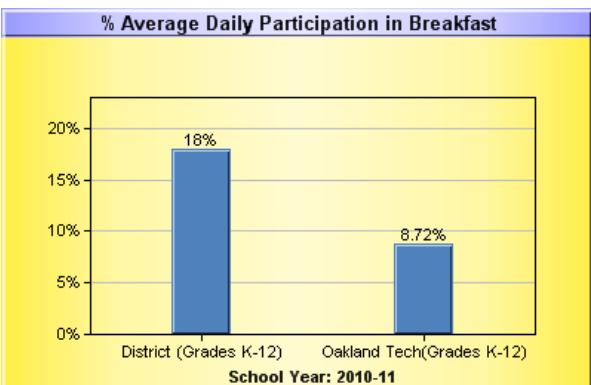
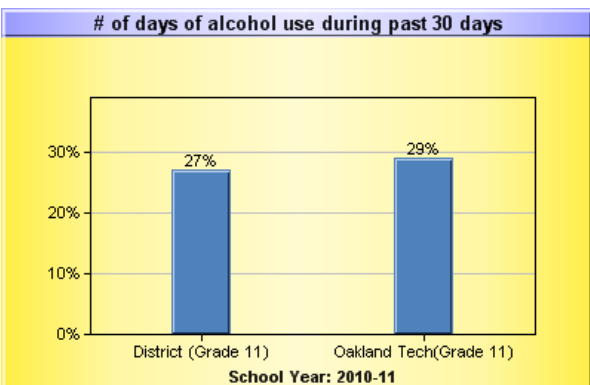
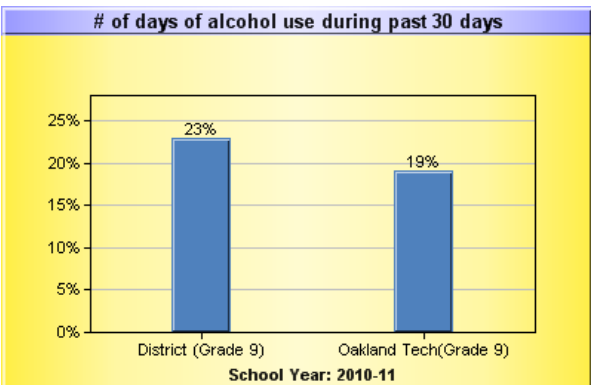
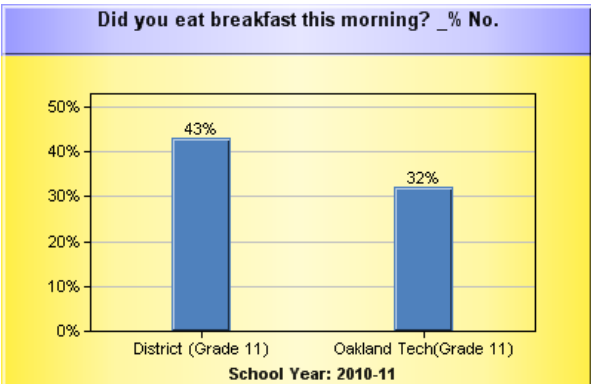
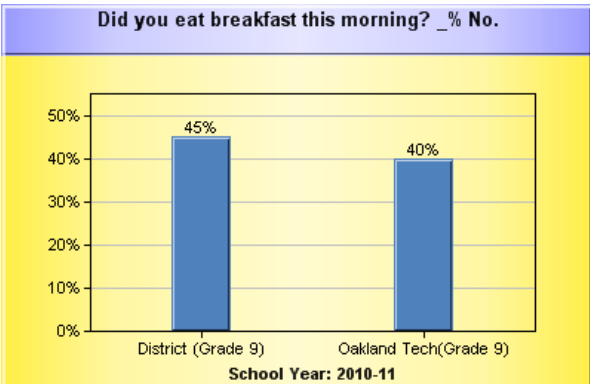
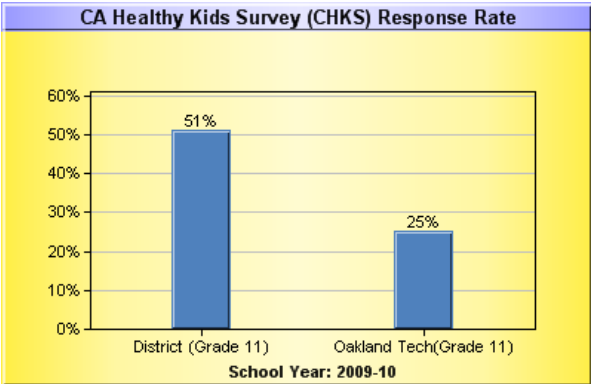
A quality school...

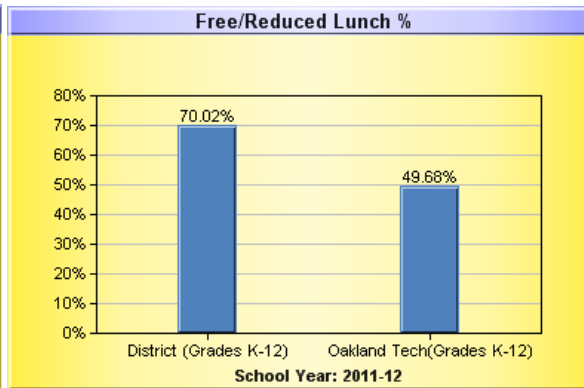
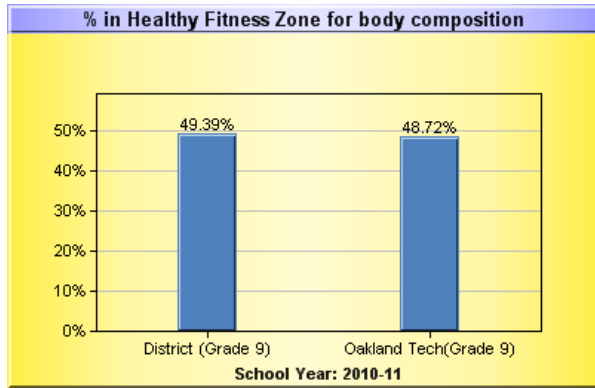
1. offers a coordinated and integrated system of academic and learning support services, provided by adults and youth.
2. ensures that the physical environment of classrooms and the broader school campus supports teaching and learning.

From OUSD Strategic Plan:

A Full Service Community School serves the needs of the whole child, providing a range of Health & Wellness programs and services along a continuum from prevention to intervention. OUSD's Wellness Policy provides a framework for creating a physically healthy school environment where students have access to nutritious food, free drinking water, opportunities to be physically active and good indoor air quality. Quality physical education is provided for the required amount of time to all students. In addition, students' health and mental health needs are met on-site or through a robust referral system that connects students and families to community providers. A FSCS also provides health education (e.g., nutrition, gardening, reproductive health) and social-emotional learning (SEL) that is aligned with and supports the core curriculum. Families are engaged around supporting their children's health as well as their own. Staff wellness is seen as integral and is actively fostered.







School Data

- Student discipline records indicate a significant number of students who have used alcohol or drugs one or more times on campus.

Data Analysis

- The data indicates that a significant number of students need support to address their abuse of alcohol or drugs.

Theory Action

- Coordinator for student discipline concerns will streamline the provision of services to students.
- The Safe & Supportive Schools action plan items to address substance abuse among students will reduce the level of abuse.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|----------------------------|--------------|---------------------|-----------|-----------|--------------|--|------------------|-----------|------------|-----|---------------|
| Support and track student discipline concerns | Use Your Voice, Attendance | All Students | Aug 2012 - Jun 2013 | Principal | 3/29/2012 | 305SQI2B1005 | Monitor, track, and follow-up concerns of student discipline to improve student engagement and school safety | 7090-EIA - SCE | | CLKTIN0020 | 1 | \$40,817.51 |
| See Safe & Supportive Schools action plan items regarding the reduction of substance abuse. | | | | | 3/29/2012 | 305SQI2B2256 | See Safe & Supportive Schools action plan items regarding the reduction of substance abuse. | Non-SSC approved | | | 0 | \$0.00 |

School Quality Indicator 2: Safe, Healthy & Supportive Learning Environments

Strategic Priority C. Interrupting Chronic Absence (Attendance)

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

School Quality Standards relevant to this Strategic Priority

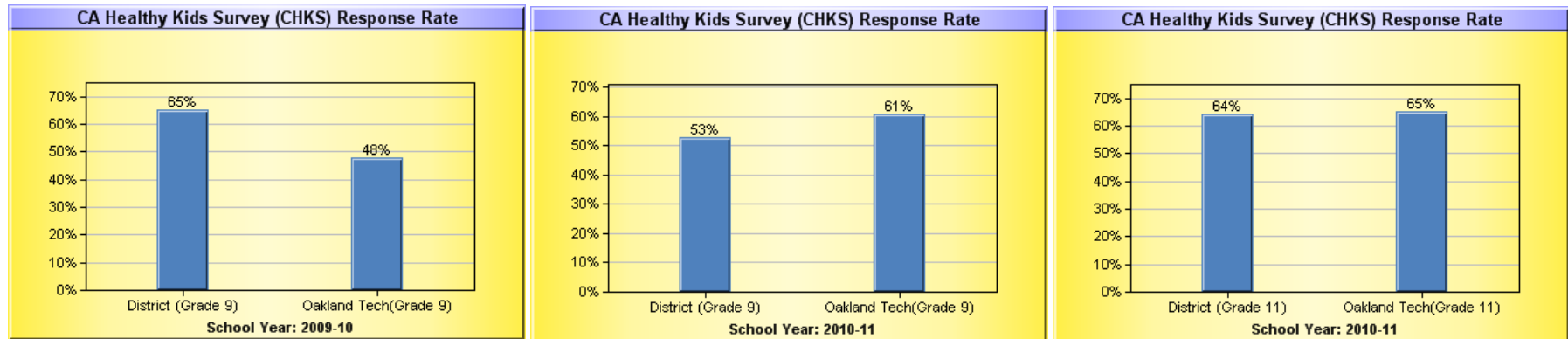
A quality school...

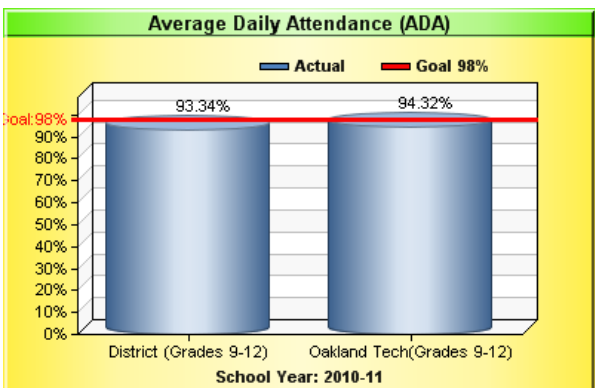
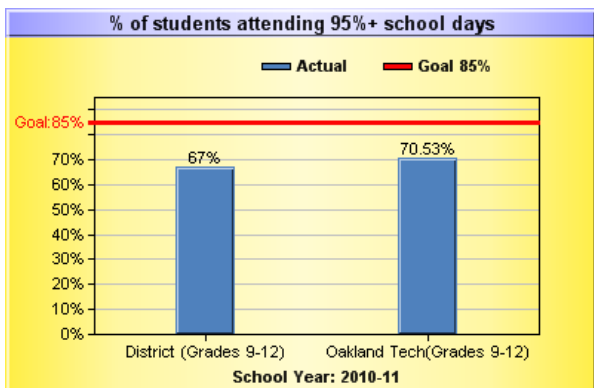
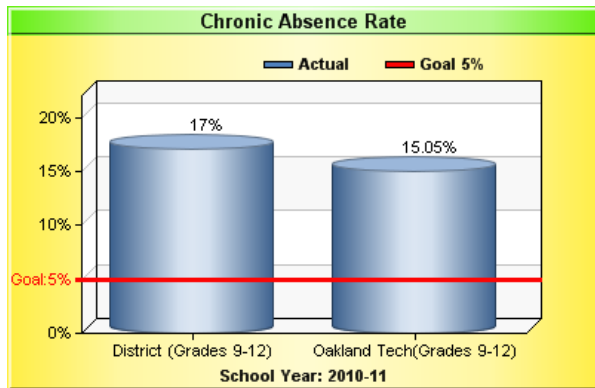
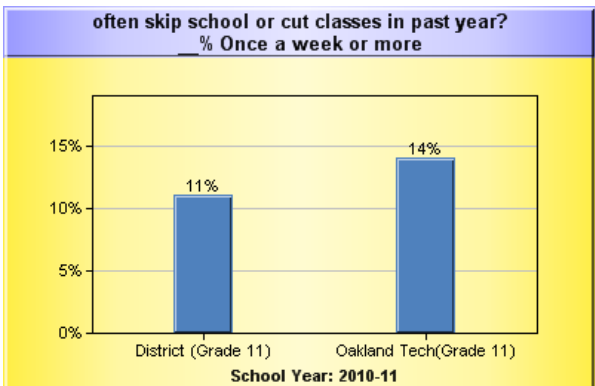
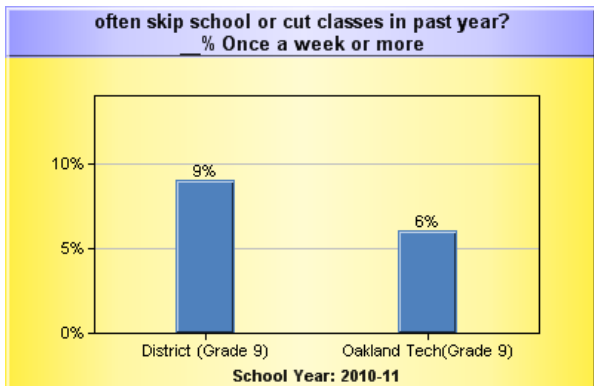
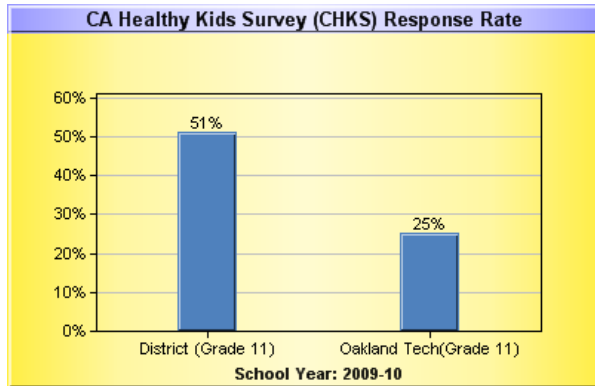
- offers a coordinated and integrated system of academic and learning support services, provided by adults and youth
- identifies at-risk students and intervenes early, to help students and their parents develop concrete plans for the future

From OUSD Strategic Plan:

Full Service Community Schools support attendance improvements as part of transforming educational outcomes for students. Chronic absence, defined as missing 10% or more school days for any reason, is a key indicator and area of focus in Full Service Community Schools. Chronic absence, which impacts one in seven Oakland students, is correlated with lowered reading outcomes and graduation rates. If our system begins addressing chronic absence at the Pre-K and K levels, we would see marked differences in student learning by 3rd grade.

1. Reduce Chronic Absence (students missing 10% or more of the school year) to 5% or less
2. Increase Satisfactory Attendance (percentage of students attending 95% or more of school days) to 85%
3. Interrupt patterns of chronic absences and suspensions to reach a 98% attendance rate (ADA)





Data Analysis

- Over 5% of Oakland Tech students are absent each day, on average.
- 15% of Oakland Tech students are chronically absent.

Theory Action

- A Student Attendance Compliance Officer will work with students to reduce their absences.
- The use of absence and tardy tracking software will help students understand the cumulative effect of absences and tardies.
- A student services case worker will work with students to reduce their absences and address the possible causes of absence.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|------------|--------------|---------------------|-----------|-----------|-------------|--|--------------|-----------|-----------|-----|---------------|
| A Student Attendance Compliance Officer will work with students to reduce their absences. | Attendance | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQI2C976 | Student Attendance Compliance Officer will track student absences and tardies and administer consequences and SART and SARB to reduce absences and tardies | 3010-Title I | | STACOF008 | 1 | \$73,169.88 |

| | | | | | | | | | | | | |
|---|----------------------------|--------------|---------------------|-----------|-----------|-------------|---|--------------|---------------|--|---|------------|
| The use of absence and tardy tracking software will help students understand the cumulative effect of absences and tardies. | Attendance | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQI2C977 | Provide annual maintenance fee for tardy tracking software technology | 3010-Title I | 4310-SUPPLIES | | 0 | \$1,400.00 |
| A student services case worker will work with students to reduce their absences and address the possible causes of absence. | Attendance; Use Your Voice | All Students | Aug 2012 - Jun 2013 | Principal | 3/15/2012 | 305SQI2C978 | Student services case worker is provided with central funds | N/A | | | 0 | \$0.00 |

School Quality Indicator 3: Learning Communities Focused on Continuous Improvement

Strategic Priority A. Building Capacity & Leadership (Professional Development/Learning Communities/Coaching/Staff Induction)

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

School Quality Standards relevant to this Strategic Priority

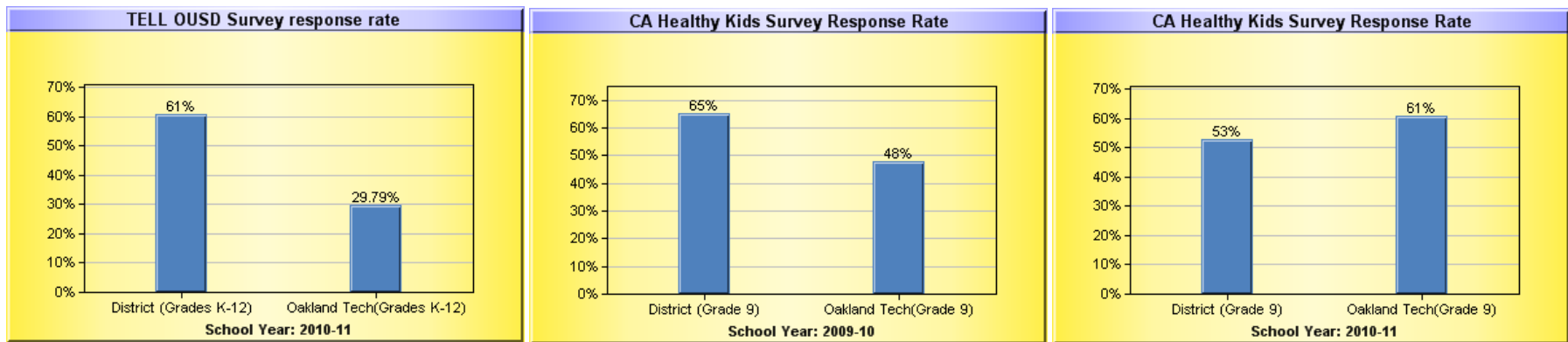
A quality school...

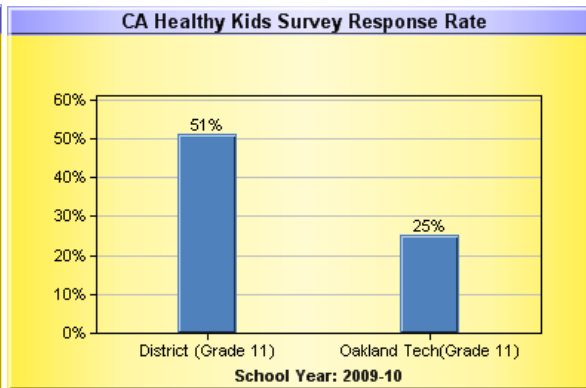
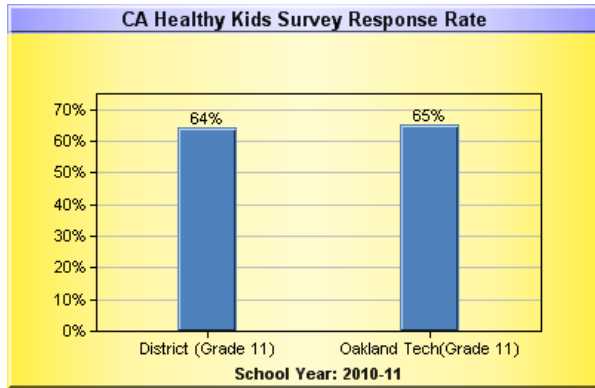
- makes sure that teachers work together in professional learning communities focused on student progress.
- ensures that staff regularly analyze multiple kinds of data about student performance and their experience of learning.
- provides professional development that models effective practices, promotes teacher leadership, and supports teachers to continuously improve their classroom practice.
- provides learning opportunities that build capacity of all stakeholders to give input, participate in, or lead key decisions.

From OUSD Strategic Plan:

We want to recruit, retain, and reward high-quality teachers, principals, and other leaders to ensure that all students learn to the best of their abilities. OUSD must become a highly-sought-after place of employment where educational leaders know they will be challenged and supported by colleagues, supervisors, and community members with high expectations. We need to develop aggressive strategies to recruit and retain the best and brightest talent in OUSD. Building on our developing frameworks for effective teaching and school leadership, and furthering the development and capacity of our teachers and principals through various forms of professional development will allow us to sustain effective teachers and leaders committed to Oakland's children.

1. Improve the conditions in schools to retain 80% of effective teachers





Theory Action

- Improved data collection and analysis systems will expand the ways that data-based decisions are made at the school.
- As professional learning communities use more targeted data, the quality of the decisions using that data will improve.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|--------------------------|--------------|---------------------|-----------|-----------|-------------|--|----------------|---------------|------------|-----|---------------|
| Support existing Professional Learning Communities as a means of collaborative teacher inquiry. | GPA, CST, Use Your Voice | All Students | Aug 2012 - Jun 2013 | Principal | 2/27/2012 | 305SQI3A984 | Professional development time provided elsewhere in the CSSSP | N/A | | | 0 | \$0.00 |
| Support existing Professional Learning Communities as a means of collaborative teacher inquiry. | GPA, CST, Use Your Voice | All Students | Aug 2012 - Jun 2013 | Principal | 2/27/2012 | 305SQI3A985 | Provide 0.6 FTE Instructional Program Support Coach to assist professional learning communities in identifying, gathering, and analyzing useful data about their students. | 7090-EIA - SCE | | TC10IF0012 | 0.6 | \$53,242.94 |
| Support existing Professional Learning Communities as a means of collaborative teacher inquiry. | GPA, CST, Use Your Voice | All Students | Aug 2012 - Jun 2013 | Principal | 2/27/2012 | 305SQI3A986 | Provide data collection and analysis technology to assist the school in the quality of data-based decisions that are made. | 7090-EIA - SCE | 4310-SUPPLIES | | 0 | \$12,000.00 |

School Quality Indicator 4: Meaningful Student, Family, and Community Engagement/Partnerships

Strategic Priority A. Family & Community Engagement

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

School Quality Standards relevant to this Strategic Priority

A quality school...

- shares decision-making with its students, their families, and the community, as part of working together in partnership
- provides opportunities for families to understand what their child is learning; why they're learning it; what it looks like to perform well
- builds effective partnerships by using principles of student and family/community engagement

From OUSD Strategic Plan:

A quality Full Service Community School (FSCS) involves students, families, and the community in the decision-making process as a way to develop collaborative partnerships. A FSCS works with families as partners to understand how the student is progressing and participating in school. Additionally, a Full Service Community School establishes and aligns partnerships with community-based organizations, civic and business partners to strengthen the academic, social-emotional and health outcomes for students and families.

1. 75% or more of parents and guardians are regularly offered trainings and opportunities to actively participate in the academic and social development of their student(s).

Theory Action

- Frequent contact with families of low-achieving and struggling students will lead to stronger engagement with the academic and cultural program at the school.
- Providing translation services at parent meetings will encourage more parents of EL students to participate.

| Strategies | Indicators | ST Group | Timeline | Owner | Date | Item# | Strategic Action | Budget Res. | Obj. Code | Position | FTE | Budget Amount |
|---|---------------------|-----------------|---------------------|-----------|-----------|-------------|---|-------------------------------------|---------------------------|----------|-----|---------------|
| Maintain frequent contact with families of low-achieving and struggling students to build stronger engagement with the academic and cultural program at the school. | Use Your Voice, GPA | FBB, BB and BAS | Aug 2012 - Jun 2013 | Principal | 2/27/2012 | 305SQI4A996 | Provide postage for mailing information about parent and family meetings. | 9901-Title I - Parent Participation | 5910-POSTAGE | | 0 | \$4,000.00 |
| Maintain frequent contact with families of low-achieving and struggling students to build stronger engagement with the academic and cultural program at the school. | Use Your Voice, GPA | FBB, BB and BAS | Aug 2012 - Jun 2013 | Principal | 2/27/2012 | 305SQI4A997 | Provide materials for parent and family meetings. | 9901-Title I - Parent Participation | 4310-SUPPLIES | | 0 | \$1,625.77 |
| Maintain frequent contact with families of low-achieving and struggling students to build stronger engagement with the academic and cultural | Use Your Voice, GPA | FBB, BB and BAS | Aug 2012 - Jun 2013 | Principal | 2/27/2012 | 305SQI4A998 | Provide refreshments for parent and family meetings. | 9901-Title I - Parent Participation | 4311-MEETING REFRESHMENTS | | 0 | \$1,000.00 |

| | | | | | | | | | | | | |
|---|---------------------|------------------|---------------------|-----------|-----------|--------------|--|-------------------------------------|------------------|--|---|------------|
| program at the school. | | | | | | | | | | | | |
| Provide translation services at parent meetings in order to encourage more parents of EL students to participate. | Use Your Voice, GPA | English Learners | Aug 2012 - Jun 2013 | Principal | 2/27/2012 | 305SQI4A1000 | Provide translation services at parent meetings. | 9901-Title I - Parent Participation | 5825-CONSULTANTS | | 0 | \$1,000.00 |

School Quality Indicator 5: Effective School Leadership & Resource Management

Strategic Priority A. Strategic Operational Practices

School: Oakland Technical High School

Principal: SHEILAGH ANDUJAR

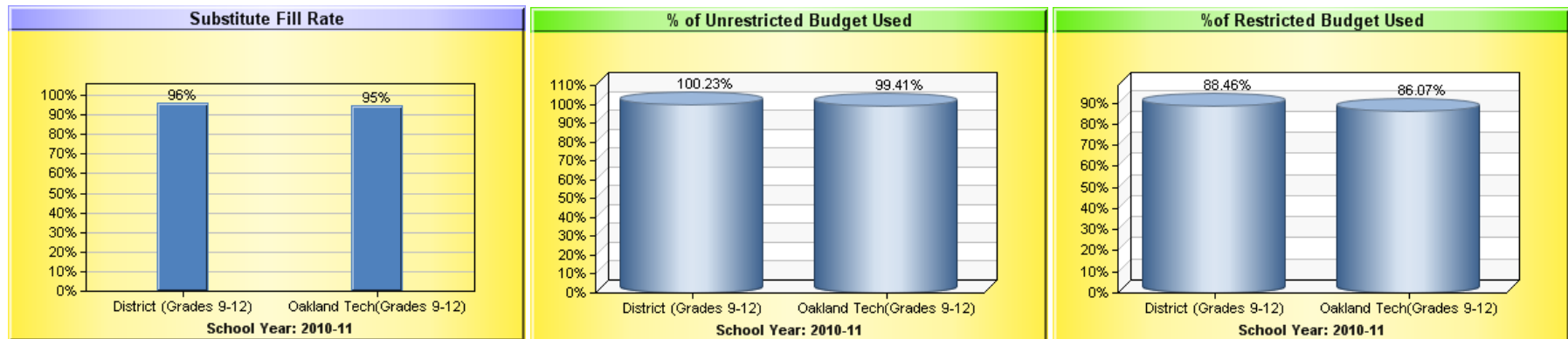
School Quality Standards relevant to this Strategic Priority

A quality school...

- creates and sustains equitable conditions for learning and advocates for interrupting patterns of inequities.
- guides and supports the development of quality instruction across the school.
- collaboratively develops outcomes, monitors progress, and fosters a culture of accountability.
- develops systems and allocates resources in support of the school's vision.
- is distributed, through professional learning communities, collaborative planning teams, and select individuals.

From OUSD Strategic Plan:

We need Full Service Community Leaders for OUSD classrooms, schools, regions and the central office. These leaders have to juggle many tasks: they need to manage operations effectively, they need to become highly effective instructional leaders, and they need to build relationships and strategic collaborations with parents and community members. Leaders will need to assess their own levels of expertise with leadership practices, operations, instruction and community engagement and work together to share tools, knowledge and strategies in these areas to accelerate everyone's capacity to deliver on the promise of high quality effective instruction and Full Service Community Schools.



**ASSURANCES
2012-2013**

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

The following state and federal categorical funding source(s) will be a part of the School-Based Coordinated Program at the school:

- Title I School-Wide Program
- Title I Targeted Assistance Program
- EIA/State Compensatory Education
- EIA/Limited English Proficient
- QEIA
- SIG

1. The council/committees have been formed and correctly constituted in accordance with the procedures established by the district governing board, federal or state law or regulations.
2. The school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. It is the responsibility of the School Site Council to monitor the implementation and effectiveness of the actions outlined in the site plan throughout the 2012-2013 School Year.
4. The English Language Advisory Council (ELAC) reviewed English learner data, priority needs, and suggested improvement strategies on March 28, 2012.
5. The School Site Council adopted the Single Plan for Student Achievement at a public meeting(s) on February 27 and April 2, 2012.
6. The signatures below verify that the chairpersons, teachers, students, and parents on behalf of their respective council/committees, have participated in the planning process, reviewed the school plan for the appropriate special programs, and recommend the school plan and budget to the district governing board.

Attested:



SSC Chairperson's Signature

Rollie Katz ✓
SSC Chairperson's Name (printed)

4/2/12
Date

Emanuel Barraza
ELAC Chairperson's Signature

Emanuel Barraza
ELAC Chairperson's Name (printed)

4/2/12
Date

Sheilagh Andujar
Principal's Signature

Sheilagh Andujar
Principal's Name (printed)

4/2/12
Date

Alison McDonald
Executive Officer's Signature

Alison McDonald
Executive Officer's Name (printed)

5-14-12
Date

Suzanne Ramirez
Director, State & Federal Compliance Signature

Suzanne Ramirez
Director, State & Federal's Name (printed)

6/8/12
Date

School Site Council Membership Roster – High School

School Name: Oakland Tech High School

School Year 2011-2012

| | |
|----------------------------------|--|
| Chairperson : Rollie Katz | Vice Chairperson: Joanna Berg |
| Secretary: Richard Fairly | DAC Representatives: Thomas Dal Pino, Sonja Travick |

Check Appropriate Representation

| Members' Names | Address | Principal | Classroom Teacher | Other Staff | Parent/Comm | Student |
|----------------------------|----------------------------------|-----------|-------------------|-------------|-------------|---------|
| Allen, Barbara | 4351 Broadway, Oakland, CA 94610 | | | X | | |
| Andujar, Sheilagh | 4351 Broadway, Oakland, CA 94610 | X | | | | |
| Barney, Lovella | 4351 Broadway, Oakland, CA 94610 | | | | X | |
| Berg, Joanna | 4351 Broadway, Oakland, CA 94610 | | | | X | |
| Dal Pino, Thomas | 4351 Broadway, Oakland, CA 94610 | | | | | X |
| Fairly, Richard | 4351 Broadway, Oakland, CA 94610 | | X | | | |
| Henderson, Kai | 4351 Broadway, Oakland, CA 94610 | | | | | X |
| Hopson, Dora | 4351 Broadway, Oakland, CA 94610 | | | X | | |
| Katz, Rollie | 4351 Broadway, Oakland, CA 94610 | | | | X | |
| Mann, Natalie | 4351 Broadway, Oakland, CA 94610 | | X | | | |
| Mitchell, Marcus | 4351 Broadway, Oakland, CA 94610 | | | | X | |
| Jennifer Ozuna | 4351 Broadway, Oakland, CA 94610 | | | | | X |
| Silkiss, Vicki | 4351 Broadway, Oakland, CA 94610 | | X | | | |
| Swift, Daramani | 4351 Broadway, Oakland, CA 94610 | | | | | X |
| Travick, Sonja | 4351 Broadway, Oakland, CA 94610 | | X | | | |
| Wolfe, Maryann | 4351 Broadway, Oakland, CA 94610 | | X | | | |
| ALTERNATES: | | | | | | |
| Ashley, Carol | 4351 Broadway, Oakland, CA 94610 | | | | | X |
| Blaylock, Zana | 4351 Broadway, Oakland, CA 94610 | | | | | X |
| Brown, Linda | 4351 Broadway, Oakland, CA 94610 | | | | X | |
| Clark, Lesley | 4351 Broadway, Oakland, CA 94610 | | | | X | |
| Devereaux, Catherine | 4351 Broadway, Oakland, CA 94610 | | | X | | |
| Henderson, Nicholas | 4351 Broadway, Oakland, CA 94610 | | | | X | |
| Krause, Stephanie | 4351 Broadway, Oakland, CA 94610 | | X | | | |
| Onyeador, Emmanuel | 4351 Broadway, Oakland, CA 94610 | | X | | | |
| Pasternak, Harry | 4351 Broadway, Oakland, CA 94610 | | X | | | |
| DAC Representatives | | | | | | |
| Dal Pino, Thomas | 4351 Broadway, Oakland, CA 94610 | | | | | X |
| Travick, Sonja | 4351 Broadway, Oakland, CA 94610 | | X | | | |

| | |
|-------------------------|--|
| Meeting Schedule | 1 st Monday of each month from September through June |
|-------------------------|--|

SSC Legal Requirements:

- | | | |
|---|--|--|
| <ol style="list-style-type: none"> 1. Members MUST be selected/elected by peer groups; 2. There must be an equal number of school staff and parent/community/student members; | <ol style="list-style-type: none"> 3. There must be equal number of students and parents/community members 4. Majority of school staff members must be classroom teachers; | <ol style="list-style-type: none"> 5. Students are required members of the High School SSC 6. Parent/community members cannot be employees at the site |
|---|--|--|

Title I School Parental Involvement Policy: 2012-2013

Oakland Technical High School

4351 Broadway

Oakland, CA 94611

(510) 879-3050

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

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

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

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

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

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

Building Parent Capacity for Involvement

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

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

School-Home Compact

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

Part 3. Shared Responsibilities for High Student Academic Achievement

- 1) ***Oakland Technical High School*** will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - PTSA (Parent Teacher Student Association)
 - CSSC (Collaborative School Site Council)
 - 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, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners,

in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:

- Staff Retreats
 - Staff Professional Developments
 - Staff Professional Learning Communities
- 5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- College Nights
 - Back to School Nights
 - Information Nights
 - PTSA (Parent Teacher Student Association) to organize and facilitate activities
- 6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:
- Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
 - Sending vital information home in Chinese, Spanish, Vietnamese, and English

Accessibility

The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:

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

Part 4. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title 1, Part A programs, as evidenced by

September 29, 2005, October 13, 2005, Parental Involvement Policy PowerPoint Presentations by Mr. Richard Fairly; subsequent Annual Title I Meeting minutes for 2006, 2007, 2008, 2009, 2010, and 2011, and minutes of CSSC meeting on May 7, 2012.

This policy was adopted by the Oakland Technical High School Collaborative School Site Council on November 6, 2005.

Revision History: March 12, 2007; October 6, 2008; February 1, 2010; March 31, 2010; November 1, 2010; ratified without revision, November 7, 2011. Current policy to remain in force through November 2012, unless revised earlier.

The school will distribute this policy to all parents of participating Title 1, Part A, children. It will be made available to the local community. 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.

Sheilagh Andujar
(Principal's signature)

May 7, 2012

OAKLAND TECHNICAL HIGH SCHOOL SCHOOL-HOME COMPACT

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

This School-Parent Compact is in effect during the 2012-2013 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 appropriate orientation and opportunities for parents who wish to volunteer or observe in their students' classrooms.
- We agree to follow 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 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 school policies and show respect for every person at the school.

Signed: _____
(Parent)

Signed: _____
(Student)

Agreement of teachers, staff, and administration is on file in the school's main office.

OAKLAND TECHNICAL HIGH SCHOOL SCHOOL-HOME COMPACT

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

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- 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.
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- We agree to write down each homework assignment and to set aside at least 3 hours each day to complete homework assignments.
- We agree to let our teachers, parents, or guardians know if we are having difficulty in a class and to ask for help if we need it.
- We agree to carry information between the school and our homes.
- We agree to follow school policies and show respect for every person at the school.

Signed: _____
(Parent)

Signed: _____
(Student)

Agreement of teachers, staff, and administration is on file in the school's main office.

California Department of Education
Academic Program Survey--High School Level

| Essential Program Component | Objective | Criteria, Clarification, and Citations | Implementation Status Circle the most appropriate score: | | | | |
|--|--|--|---|---------------|---------------|-----------|-----------|
| | | | | Fully | Substantially | Partially | Minimally |
| 1. Instructional Program | 1.1 The school/district provides standards-aligned English/reading language arts textbooks and instructional materials, documented to be in daily use in all classrooms for all students enrolled in 9th and 10th grade English/reading language arts courses. (State-monitored schools must have core high school editions of the 7 th -8 th grade SBE-adopted textbooks.) | <ul style="list-style-type: none"> ▪ Full implementation means that all students have, and are using on a daily basis, state standards-aligned textbooks and instructional materials in 9th and 10th grade English/reading language arts courses. | | Fully | Substantially | Partially | Minimally |
| | 1.1 E/R/LA | | 4 | 3 | 2 | 1 | Comments: |
| 1.2 The school/district provides State Board of Education (SBE)-adopted English/reading language arts intensive intervention program textbooks and instructional materials, documented to be in daily use for appropriately identified students. | <ul style="list-style-type: none"> ▪ Full implementation means that all identified students have, and are using on a daily basis, SBE-adopted English/reading language arts intensive intervention textbooks and instructional materials. State Board of Education (SBE)-adopted <i>Intervention Programs</i> for English/reading/language arts include 2002 and 2005 adoptions: <ul style="list-style-type: none"> ○ Glencoe/McGraw Hill (Sopris West), <i>Language! A Literacy Intervention Curriculum</i>, 2002, Gr. 4-8 ○ Hampton Brown, High Point, 2001, Gr. 4-8-Hampton Brown, High Point (for English Learners), 2001, Gr. 4-8 ○ Pearson Longman, <i>The Shining Star Program</i>, 2004/2005, Gr. 4-8** ○ Scholastic, <i>Read 180</i>, 2002, Gr. 4-8 ○ Sopris West, <i>Language! 3rd Edition</i>, 2004, Gr. 4-8** ○ Sopris West, <i>Language! 3rd Edition (for English Learners)</i>, 2004, Gr. 4-8** ○ SRA/McGraw-Hill, <i>SRA/Reach Program</i>, 2002, Gr. 4-8 ○ Voyager Expanded Learning, <i>Voyager Passport</i>, 2004/2005, Gr. 4-8** ○ Wright Group/McGraw-Hill, <i>Fast Track Reading Program</i>, 2002, Gr. 4-8 | | Fully | Substantially | Partially | Minimally | |
| | | 1.2 E/R/LA Intervention | 4 | 3 | 2 | 1 | Comments: |
| Documentation | | Additional Comments | | | | | |
| | English/Reading/LA | Mathematics | | | | | |
| District Instructional Regulations: | | | | | | | |
| School Instructional Procedures: | | | | | | | |
| Classroom Distribution Date: | | | | | | | |
| Attach publisher PO documentation for sets of textbooks, the publishers' standards map for materials purchased, and the Board resolution of standards alignment. | | | | | | | |

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|--|--|---|---|---------------|-----------|-----------|---|
| 1. Instructional Program | 1.3 The school/district provides State Board of Education (SBE)-adopted, standards-aligned mathematics textbooks and instructional materials, documented to be in daily use in all classrooms with materials for all students enrolled in Algebra 1 or intervention mathematics courses. | <ul style="list-style-type: none"> • Full implementation means that all students have and are using on a daily basis, SBE-adopted, standards-aligned textbooks and instructional materials in Algebra 1 or intervention mathematics courses. SBE-adopted Mathematics Program includes: <ul style="list-style-type: none"> ◦ CGP: CGP California Standards-Driven Algebra 1 Program (8), 2005 ◦ Glencoe/McGraw-Hill: Glencoe Mathematics: Application and Concepts (7), 2006 ◦ Glencoe/McGraw-Hill: Glencoe Algebra 1 California Edition (8), 2006 ◦ McDougal, Littell & Company: Concepts and Skills, Structure and Method, 2001 ◦ McDougal Littell: McDougal Littell Pre-Algebra (7), 2005 ◦ Prentice Hall: Prentice Hall Pre-Algebra, CA Edition (7) and Prentice Hall Algebra I, CA Edition (8), 2002 | Fully | Substantially | Partially | Minimally | |
| | | | 1.3 Math | 4 | 3 | 2 | 1 |
| | | | Comments: | | | | |
| Documentation | | Additional Comments | | | | | |
| | English/Reading/ LA | Mathematics | | | | | |
| District Instructional Regulations: | | | | | | | |
| School Instructional Procedures: | | | | | | | |
| Classroom Distribution Date: | | | | | | | |
| Attach publisher PO documentation for sets of textbooks, the publishers' standards map for materials purchased, and the Board resolution of standards alignment. | | | | | | | |

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|---|--|--|---|-------|---------------|-----------|-----------|
| | | | | Fully | Substantially | Partially | Minimally |
| 2. Student Access to High School Standards-aligned Core Courses | 2.1 The school's master schedule and English/reading language arts course pacing guides reflect an effective use of instructional time and provide all students appropriate access to the core English/reading language arts instruction needed to master the required skills to pass the language arts and writing components of the CAHSEE. This includes multiple class periods of English/reading language arts, i.e., intensive intervention, strategic intervention. | <ul style="list-style-type: none"> Full implementation means the school's master schedule and English/reading language arts course pacing guides reflect instructional time sufficient to provide all students appropriate access to the core English/reading language arts courses and instruction needed to master the skills tested on the CAHSEE. This includes multiple class periods of English/reading language arts (i.e., intensive intervention, strategic intervention). | | Fully | Substantially | Partially | Minimally |
| | 2.1 E/R/LA | | 4 | 3 | 2 | 1 | Comments: |
| | 2.2 The school's master schedule and mathematics course pacing guides reflect an effective use of instructional time and provide all students appropriate access to the necessary mathematics courses and instruction needed to master Algebra I and the required skills to pass the related components on the CAHSEE. This includes multiple class periods of intervention mathematics, i.e., intensive intervention, strategic intervention. | <ul style="list-style-type: none"> Full implementation means the school's master schedule and mathematics pacing guides reflect instructional time sufficient to provide all students appropriate access to the necessary mathematics courses and instruction needed to master Algebra 1 and the skills tested on the CAHSEE. | | Fully | Substantially | Partially | Minimally |
| | 2.2 Math | | 4 | 3 | 2 | 1 | Comments: |
| Documentation | | Additional Comments | | | | | |
| Master Schedule: | | | | | | | |
| Description of course content: | | | | | | | |
| Description of Intervention Programs: | | | | | | | |

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|---|---|---|---|-------|---------------|-----------|-----------|
| 3. School Administrator Training Program | <p>3.1 The district provides the school's principal and vice principal(s) with the AB 430, Administrator Training Program, Module 1 on Leadership and Support of Student Instructional Programs, through a State Board of Education (SBE)-approved provider. Module 2 and Module 3 are optional but recommended. The training institute features the school's adopted English/reading language arts program including the intervention program for English/reading language arts or the school's program for the SBE-adopted Algebra 1 and locally adopted intervention mathematics program in use at their site.</p> <p>3.2 * The LEA must assure that each principal and vice principal(s), for which funding has been received, completes 80 hours of Institute Training and 80 hours of practicum within two years.</p> | <ul style="list-style-type: none"> ▪ Full implementation means that the school's principal and vice-principal(s) have completed AB 430 Administrator Training-Program, Module 1 including 40 hours of training institute in one of the multiple combinations of English/reading language arts and/or Algebra 1 and/or mathematics in use at their school and 40 hours of structured follow-up practicum which is aligned to the full implementation of the adopted instructional program and the Essential Program Components. | | Fully | Substantially | Partially | Minimally |
| | | | 3.1 AB 430 | 4 | 3 | 2 | 1 |
| | | | Comments: | | | | |
| Documentation | | Additional Comments | | | | | |
| | English/Reading/ LA | Mathematics | | | | | |
| District AB 430 Completion Records: | | | | | | | |
| Contracted Authorized Provider: | | | | | | | |
| Dates of Offerings: | | | | | | | |
| Attach appropriate documentation. | | | | | | | |

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| Essential Program Component | Objective | Criteria, Clarification, and Citations | Implementation Status Circle the most appropriate score: | | | | |
|---|---|--|---|-------|---------------|-----------|-----------|
| 4. Teachers Professional Development Opportunities | 4.1 The school/district staffs all high school English/reading language arts and mathematics classrooms with appropriately credentialed teachers for the assignment, who are highly qualified teachers, per the requirements of the No Child Left Behind (NCLB) Act of 2001. | <ul style="list-style-type: none"> Full implementation means that all classrooms have highly qualified teachers appropriately credentialed for their assignment(s). | | Fully | Substantially | Partially | Minimally |
| | | | 4.1 Cred. | 4 | 3 | 2 | 1 |
| | | | Comments: | | | | |
| | 4.2 The school/district provides 9th and 10th grade English/reading language arts teachers with SB 472 materials-based professional development provided through a State Board of Education (SBE)-approved provider in core and/or SBE-adopted English/reading language arts intervention instructional materials, including 80 hours of follow-up practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan. | <ul style="list-style-type: none"> Full implementation means that all of the school's 9th and 10th grade English/reading language arts teachers have completed an approved SB 472 40 hour initial materials-based professional development institute provided through a SBE-approved provider and 80 hours of follow-up practicum that is aligned with the effective implementation of the adopted program and the goals of school/district professional development plan. | | Fully | Substantially | Partially | Minimally |
| | | | 4.2 E/R/LA | 4 | 3 | 2 | 1 |
| | | | Comments: | | | | |
| | 4.3 The school/district provides Algebra I and mathematics teachers with materials-based professional development provided through a State Board of Education (SBE)-approved provider focused on SBE-adopted instructional materials for Algebra I, and intervention mathematics in use at their site, including 80 hours of follow-up practicum that is aligned with effective implementation of the adopted program and the goals of school/district professional development plan. | <ul style="list-style-type: none"> Full implementation means that all of the school's Algebra I mathematics teachers have completed an approved SB 472 materials-based professional development institute on Algebra I and all of the school's intervention mathematics teachers have completed an approved SB 472 professional development on the instructional materials in use at their site, including 80 hours of follow-up practicum that is aligned with the effective implementation of the adopted program and the goals of the school/district professional development plan. | | Fully | Substantially | Partially | Minimally |
| | | | 4.3 Math | 4 | 3 | 2 | 1 |
| | | | Comments: | | | | |
| Documentation | | Additional Comments | | | | | |
| | English/Reading/ LA | Mathematics | | | | | |
| District SB 472 Completion Records: | | | | | | | |
| Contracted Authorized Provider: | | | | | | | |
| Dates of Offerings: | | | | | | | |
| Attach appropriate documentation. | | | | | | | |

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|---|--|--|---|-------|---------------|-----------|-----------|
| 5. Student Achievement Monitoring System | 5.1 The school/district has an assessment and ongoing monitoring system (i.e., entry-level placement, progress monitoring [formative], and summative assessments) to inform teachers and principals on student placement, progress, and effectiveness of instruction in 9th and 10th grade English/reading language arts classes. These standards-aligned curriculum embedded assessments for both placement and formative assessment typically are found in the high school editions of locally adopted English/reading language arts textbooks and instructional materials. The purpose of these assessments is to help teachers and principals make decisions that will correctly place students, and improve instructional and schoolwide practices on an ongoing basis to increase student achievement. | <ul style="list-style-type: none"> ▪ Full implementation means all teachers of 9th and 10th grade English/reading language arts, are uniformly using placement, ongoing curriculum embedded and summative assessments, and the data from these assessments are used to determine student placement; monitor ongoing student progress; inform instructional practice in the classroom; identify individual student needs and determine effectiveness of instruction. | | Fully | Substantially | Partially | Minimally |
| | 5.2 The school/district has a similar placement, assessment and monitoring system for Algebra I and intervention mathematics courses. | <ul style="list-style-type: none"> ▪ Full implementation means all teachers of Algebra 1 and intervention mathematics are uniformly using placement, ongoing curriculum embedded and summative assessments, and the data from these assessments are used to determine student placement; monitor ongoing student progress; inform instructional practice in the classroom; identify individual student needs and determine effectiveness of instruction. | | Fully | Substantially | Partially | Minimally |
| Documentation | | Additional Comments | | | | | |
| | English/Reading/ LA | Mathematics | | | | | |
| Examples of Curriculum-Embedded Assessments | | | | | | | |
| Sample report of assessments at the following levels: | | | | | | | |
| School: | | | | | | | |
| Classroom: | | | | | | | |
| Attach appropriate documentation. | | | | | | | |

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|--|--|--|---|---------------|---------------|-----------|-----------|
| | | | | Fully | Substantially | Partially | Minimally |
| 6. Ongoing Instructional Assistance and Support | 6.1 The school/district provides instructional assistance and support to teachers of English/reading language arts. Some possible options include: coaches/content experts who are knowledgeable about the adopted program, who work inside the classroom to support teachers and deepen their knowledge about the content and the delivery of instruction, and specialists who have experience coaching teachers and who are knowledgeable about the adopted program. | <ul style="list-style-type: none"> Full implementation means that all 9th and 10th grade English/reading language arts teachers, including intervention teachers, receive ongoing instructional support in the appropriate use of the adopted materials offered by the school/district. | | Fully | Substantially | Partially | Minimally |
| | 6.1 E/R/LA | | 4 | 3 | 2 | 1 | Comments: |
| 6.2 The school/district provides instructional assistance and support to teachers of Algebra 1 and intervention mathematics. The possible options are the same as above with specialists in mathematics. | <ul style="list-style-type: none"> Full implementation means that all Algebra 1 and intervention mathematics teachers receive ongoing instructional support in the appropriate use of the adopted materials offered by the school/district. | | Fully | Substantially | Partially | Minimally | |
| | | 6.2 Math | 4 | 3 | 2 | 1 | Comments: |
| Documentation | | Additional Comments | | | | | |
| | English/Reading/LA | Mathematics | | | | | |
| School plan for assistance and support to teachers | | | | | | | |
| Attach appropriate documentation. | | | | | | | |

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|--|--|--|---|---------------|---------------|-----------|-----------|
| 7. Teacher/ Department and Subject Matter Collaboration | 7.1 The school/district facilitates and supports teacher department/subject matter collaboration in order to plan and discuss lesson delivery, based on assessment data for the adopted programs in English/reading language arts. | <ul style="list-style-type: none"> ▪ Full implementation means that the principal or designee uniformly provides collaborative opportunities, on a continuous and frequent basis, e.g., (twice monthly) using curriculum-embedded assessment data, for English/reading language arts and mathematics teachers to focus on the use of curriculum-embedded assessment data, and data analysis to strengthen implementation of the adopted English/reading language arts, Algebra 1, and mathematics programs. | | Fully | Substantially | Partially | Minimally |
| | | | 7.1 E/R/LA | 4 | 3 | 2 | 1 |
| | | | Fully | Substantially | Partially | Minimally | |
| | 7.2 Math | | 4 | 3 | 2 | 1 | Comments: |
| Documentation | | Additional Comments | | | | | |
| | English/Reading/ LA | Mathematics | | | | | |
| Frequency and average length of meetings: | | | | | | | |
| Average attendance: | | | | | | | |
| Dates of meetings: | | | | | | | |
| Attach appropriate documentation. | | | | | | | |

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|--|--|--|---|---------------|---------------|-----------|-----------|
| | | | Fully | Substantially | Partially | Minimally | |
| 8. Intervention Programs for Students Below Grade Level | 8.1 School/district provides: a. State Board of Education (SBE)-adopted intervention programs, offered as a separate, extended-period class, for all students who are identified as requiring intensive intervention in English/reading language arts, i.e., those who are unable to demonstrate proficiency in 6th grade standards, and b. universal access and ancillary instructional materials found in the locally board-adopted core English/reading language arts programs, including appropriate instructional strategies for those students requiring strategic intervention, i.e., students demonstrating proficiency at or above the sixth grade reading/language arts standards but unable to pass the English/language arts portion of the CAHSEE. | <ul style="list-style-type: none"> ▪ Full implementation means that the high school: a) uniformly offers separate, extended period class featuring a State Board of Education (SBE)-adopted intervention program for English/reading language arts, for all students who are identified as requiring intensive intervention in English/reading language arts, b) has universal access and ancillary instructional materials from the SBE-adopted core English/reading language arts program, including instructional strategies for those students requiring strategic intervention, i.e., students at or above the 6th grade reading/language arts standards but unable to pass the English/language arts portion of the CAHSEE. State Board of Education (SBE)-adopted <i>Intensive Intervention Programs</i> for English/reading/language arts include 2002 and 2005 adoptions: <ul style="list-style-type: none"> ○ Glencoe/McGraw Hill (Sopris West), <i>Language! A Literacy Intervention Curriculum</i>, 2002, Gr. 4-8 ○ Hampton Brown, High Point, 2001, Gr. 4-8-Hampton Brown, High Point (for English Learners), 2001, Gr. 4-8 ○ Pearson Longman, <i>The Shining Star Program</i>, 2004/2005, Gr. 4-8** ○ Scholastic, <i>Read 180</i>, 2002, Gr. 4-8 ○ Sopris West, <i>Language! 3rd Edition</i>, 2004, Gr. 4-8** ○ Sopris West, <i>Language! 3rd Edition (for English Learners)</i>, 2004, Gr. 4-8** ○ SRA/McGraw-Hill, <i>SRA/Reach Program</i>, 2002, Gr. 4-8 ○ Voyager Expanded Learning, <i>Voyager Passport</i>, 2004/2005, Gr. 4-8** ○ Wright Group/McGraw-Hill, <i>Fast Track Reading Program</i>, 2002, Gr. 4-8 | | Fully | Substantially | Partially | Minimally |
| | | | 8.1a Intensive E/R/LA | 4 | 3 | 2 | 1 |
| | | | | Fully | Substantially | Partially | Minimally |
| | 8.1b Strategic E/R/LA | 4 | 3 | 2 | 1 | Comments: | |
| 8.2 School/district provides (a) intervention programs offered as a separate, extended-period class, for all students requiring intensive intervention in mathematics, i.e., those who are unable to demonstrate proficiency in 7th grade mathematics standards, and (b) appropriate instructional strategies for the strategic students who are unable to demonstrate proficiency in Algebra I and/or are at risk of failing the mathematics portion of the CAHSEE. | <ul style="list-style-type: none"> ▪ Full implementation means that the high school: a) uniformly offers separate extended-period classes featuring intervention programs for all students requiring intensive intervention in mathematics, i.e., those who are unable to demonstrate proficiency in seventh grade mathematics standards, and b) has appropriate instructional strategies, including shadow classes, for all students requiring strategic intervention, i.e., students at or above the 7th grade mathematics who are unable to pass the mathematics portion of the CAHSEE. Citation: A discussion of mathematics intervention is found in: <i>Mathematics Framework for California Public Schools (2006)</i> pp. 338-373. | | Fully | Substantially | Partially | Minimally | |
| | | 8.2 Math | 4 | 3 | 2 | 1 | Comments: |
| Documentation | | Additional Comments | | | | | |
| | English/Reading/LA | Mathematics | | | | | |
| District Purchase Date: | | | | | | | |
| School Distribution Date: | | | | | | | |
| Classroom Distribution Date: | | | | | | | |
| Attach appropriate documentation. | | | | | | | |

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|---------------------------------------|---|--|--|-----------|---------------|-----------|-----------|--|-------|---------------|-----------|-----------|
| 9. Fiscal Support | <p>9.1 The school/district general and categorical funds are used appropriately to support the English/reading language arts and intervention program goals in the school plan.</p> <p>9.2 The school/district general and categorical funds are used appropriately to support the Algebra 1, mathematics, and intervention program goals in the school plan.</p> | <ul style="list-style-type: none"> ▪ Full implementation means that all of the goals stated in the school plan for English/reading language arts, Algebra 1, mathematics, and intervention programs have the necessary funding to be successfully implemented (e.g., if obtaining coaches is a goal, there are funds dedicated first to purchase textbooks and instructional materials and then to pay for coaching services that support implementation of adopted materials). | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%;">Fully</td> <td style="width: 15%;">Substantially</td> <td style="width: 15%;">Partially</td> <td style="width: 15%;">Minimally</td> </tr> </table> | | | | | | Fully | Substantially | Partially | Minimally |
| | | | | Fully | Substantially | Partially | Minimally | | | | | |
| | | | 9.1 E/R/LA | 4 | 3 | 2 | 1 | | | | | |
| | | | Comments: | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%;">Fully</td> <td style="width: 15%;">Substantially</td> <td style="width: 15%;">Partially</td> <td style="width: 15%;">Minimally</td> </tr> </table> | | | | | | Fully | Substantially | Partially | Minimally |
| | Fully | Substantially | Partially | Minimally | | | | | | | | |
| | | | 9.2 Math | 4 | 3 | 2 | 1 | | | | | |
| | | | Comments: | | | | | | | | | |
| | | | | | | | | | | | | |
| Documentation | | | Additional Comments | | | | | | | | | |
| | | Reading/LA | Mathematics | | | | | | | | | |
| Plan uses all revenues appropriately. | | | | | | | | | | | | |
| Attach appropriate documentation. | | | | | | | | | | | | |