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Enactment Number	22-1512
Enactment Date	8/24/2022 er



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 24, 2022

**Subject** 2022-2023 School Plan for Student Achievement (SPSA) for Oakland Technical High School

**Ask of the Board** Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Oakland Technical High School.

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

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

**Fiscal Impact** The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

**Attachment(s)**

- 2022-2023 School Plan for Student Achievement (SPSA) for Oakland Technical High School

Legislative File Id. No. 22-1743  
introduction Date: 8/24/2022  
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By: er



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

## **2022-2023 School Plan for Student Achievement (SPSA)**

**School:** Oakland Technical High School  
**CDS Code:** 1612590136051  
**Principal:** Richard Fairly  
**Date of this revision:** 4/12/20

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

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

**Contact:** Richard Fairly

**Position:** Principal

**Address:** 4351 Broadway

**Telephone:** 510-450-5400

Oakland, CA 94611

**Email:** richard.fairly@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on: 4/12/2022*

*The District Governing Board approved this revision of the SPSA on: 8/24/2022*

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Kyla Johnson-Trammell, Superintendent**  
**Gary Yee, Board President**

## 2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Oakland Technical High School

**Site Number:** 305

- |                                                                    |                                                                                     |                                                                  |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Title I Schoolwide Program     | <input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)           | <input type="checkbox"/> LCFF Concentration Grant                |
| <input type="checkbox"/> Title I Targeted Assistance Program       | <input type="checkbox"/> After School Education & Safety Program                    | <input type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant | <input type="checkbox"/> Early Literacy Support Block Grant      |
| <input type="checkbox"/> Targeted Support & Improvement (TSI)      | <input checked="" type="checkbox"/> LCFF Supplemental Grant                         |                                                                  |

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

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

**Date(s) plan was approved:** 4/12/2022

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

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

**Signatures:**

Richard Fairly  
Principal

  
Signature


4/25/2022  
Date

Tanasha Stevens  
SSC Chairperson

  
Signature

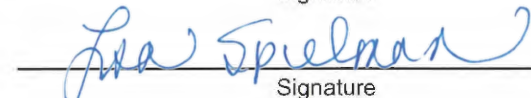
5/10/22  
Date

Matin Abdel-Qawi  
Network Superintendent

  
Signature

5/16/2022  
Date

Lisa Spielman  
Director, Strategic Resource Planning

  
Signature

5/17/22  
Date

## 2022-23 SPSA ENGAGEMENT TIMELINE

**School Site:** Oakland Technical High School

**Site Number:** 305

*List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
12/6/2021	Admin Staff, Pathway Coach, TSA's	Collaborate on needs analysis; gather data
3/8/2022	SSC	Review budget priorities in light of WASC Visiting Committee report on Full Self-Study; review planned strategies and actions for 2022-2023.
3/15/2022	Instructional Leadership Team	Review budget priorities in light of WASC Visiting Committee report on Full Self-Study; review planned strategies and actions for 2022-2023.
4/12/2022	SSC	Review 2022-2023 budget and finalized SPSA
4/26/2022	SELLS	Review 2022-2023 budget and finalized SPSA

## ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

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

### Early Childhood Education Program

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

### Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

### Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

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

## 2022-2023 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$379,995.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,903,950.00

### Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$370,125.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$186,800.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$9,870.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$763,805.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$1,573,350.00	TBD
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$379,995.00</b>	<b>\$0.00</b>	<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$2,523,955.00</b>	<b>\$0.00</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$2,903,950.00</b>
<b>TOTAL FINAL FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>TBD</b>

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

**School:** Oakland Technical High School

**School ID:** 305

**School Description**

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

**School Mission and Vision**

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

**1B: STUDENT GOALS & TARGETS**

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

**English Language Arts Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-3.6	n/a	<i>not available until Fall 2022</i>	-3
Reading Inventory (RI) Growth of One Year or More (Grades 6-12)	All Students	n/a	6%	<i>not available until Fall 2022</i>	10%

**Mathematics/Science Measures & Annual Targets**

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	-65.8	n/a	<i>not available until Fall 2022</i>	-60
CAST (Science) at or above Standard	All Students	18%	n/a	<i>not available until Fall 2022</i>	20%
Graduation Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Four-Year Cohort Graduation Rate	All Students	91%	92%	<i>not available until Fall 2022</i>	92%
On Track to Graduate: 9th Grade	All Students	85%	81%	<i>not available until Fall 2022</i>	82%
On Track to Graduate: 11th Grade	All Students	66%	75%	<i>not available until Fall 2022</i>	75%
A-G Completion	All Students	75%	73%	<i>not available until Fall 2022</i>	73%
College/Career Readiness <i>*2018-19 baseline</i>	All Students	63%	n/a	<i>not available until Fall 2022</i>	65%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.					
Academic Measures & Annual Targets for Focal Student Groups					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-99.3	n/a	<i>not available until Fall 2022</i>	-92.0
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-45	n/a	<i>not available until Fall 2022</i>	-30.0
Reading Inventory (RI) Multiple Years Below Grade Level (Grades 6-12)	All Students	n/a	11%	<i>not available until Fall 2022</i>	6%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-159	n/a	<i>not available until Fall 2022</i>	-150.0
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-120	n/a	<i>not available until Fall 2022</i>	-90.0



Reclassification Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	4%	3%	<i>not available until Fall 2022</i>	5%
LTEL Reclassification	Long-Term English Learners	3%	3%	<i>not available until Fall 2022</i>	4%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	52%	60%	<i>not available until Fall 2022</i>	70%
Out-of-School Suspensions	All Students	3%	n/a	<i>not available until Fall 2022</i>	2%
Out-of-School Suspensions	African American Students	7%	n/a	<i>not available until Fall 2022</i>	4%
Out-of-School Suspensions	Special Education Students	7%	n/a	<i>not available until Fall 2022</i>	4%
Chronic Absenteeism	All Students	11%	7%	<i>not available until Fall 2022</i>	7%
Chronic Absenteeism	African American Students	19%	12%	<i>not available until Fall 2022</i>	7%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	90%

**1C: STRENGTHS, CHALLENGES & ROOT CAUSES**

Focus Area:	Priority Strengths	Root Causes of Strengths
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>12th Grade On-track to Graduate, 2020-2021:                      African American - 81.4%                      Asian - 92.7%                      Latinx - 76.6%                      White - 87.7%</p> <p>10th Grade Pathway Enrollment, 2020-2021                      African American - 80.6%                      Asian - 95.3%                      Latinx - 82.1%                      White - 89.9%</p> <p>Tech has a robust pathway program that is driven by student voice and choice with every 9th and 10th-grade student in a pathway. The 5 pathways offer a variety of program options for students. Additionally, the school has many AP and elective options. Pathway field trips, internships, job shadow opportunities, and job placement make learning relevant.</p> <p>The implementation of a 7-period block schedule allows for more remediation and makes it easier for students to meet graduation and A-G requirements. The schedule provides greater opportunities for collaboration through common prep time.</p> <p>There is strong use of technology in the classroom, including hybrid teaching, Google Classroom, Flipgrid, Desmos, Slides, and the inclusion of video. Students all have access to technology at home and on-campus to complete coursework that incorporates 21st-century skills.</p>	<p>12th grade students had the benefit of 3 years of on-campus instruction before distance learning.</p> <p>School made a strong effort to engage 9th graders in pathway selection process.</p> <p>During the school's 2020-2021 self-study and recent visit of an accreditation committee from WASC, the school identified its pathway programs, 7-period block schedule, and strong use of technology as priority strengths of the school's programs to build college and career readiness.</p>

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>9th Grade Algebra 1, 2021-2022  African American - A/B/C - 79%  Latinx - A/B/C - 91%</p> <p>9th Grade Algebra 1, 2020-2021  African American - A/B/C - 86%  Latinx - A/B/C - 80%</p> <p>Algebra 1 teachers use extra time for 1:1 support with students that is made possible through smaller class sizes by adding 3 sections of Algebra 1.</p> <p>English Language Learners receive targeted ELD instruction.</p>	<p>1) PD work with teachers around Culturally Responsive Teaching, Trauma Informed Practices, and Social Emotional Learning. 2) Student Support Specialist positions within the Academies.</p>
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*LCAP Goal 3: Student/Family Supports*

Students demonstrate increased skills in small-group collaboration, increased ability to curate portfolios of work samples in preparation for the senior capstone project

School responded to a large increase in the number of students who needed academic and social-emotional supports by providing 504 plans and other supports

School responded to an increase in the number of students who experienced technology needs and food insecurity by providing needed resources

Students are kind, thoughtful, and proud of Tech.

Students are political and community advocates who think outside of their own immediate needs and consider the needs of others.

Parents are engaged and empowered to participate. The presence of "Parents on Duty" shows parents are invested in promoting a safe and welcoming environment for all students. Strong participation in a variety of groups and consistent financial contributions reveal parents give what they can and Tech provides many options for parents to contribute their time and resources.

Leadership's frequent use of surveys, listening campaigns, focus groups, and social media campaigns provide a myriad of opportunities for family engagement.

Tech has an equity team with stakeholder buy-in whose recommendations are valued by the school at large.

Social-emotional and behavioral supports for students are strong. The use of Student Support Specialists, a robust administrative team, counselors, and the Coordination of Services Team structure provide behavioral and social-emotional interventions and assistance for students. A broad and diverse coalition of staff members takes ownership of student outcomes.

The shift from School Resource Officers and campus security to Culture Keepers and Credible Messengers reflects a desire to make students feel welcome and safe on campus. The school's Parent Liaison and Scholar Engagement Specialist provide insightful support to meet a range of parent and student needs including Student Success Team meetings, 504 Plan referrals, and parenting skills training. The school's AVID program TSA provides training for students and teachers in academic and organizational skills and informational tools to prepare students to access colleges and other post-secondary opportunities.

School provided 2 STIP substitute teachers who pushed into classrooms to provide teacher support for increased small-group work opportunities for students.

School provided resources for professional learning and curriculum development by teachers to develop scaffolded process leading to the senior capstone project in each career pathway.

The supports provided by the Engagement Specialist through the Student Success Team and 504 processes have been effective.

During the school's 2020-2021 self-study and recent visit of an accreditation committee from WASC, the school identified priority strengths of thoughtful students with advocacy skills, deeply engaged parents, the school's equity team, the Student Support Specialists, the COST team, and the Culture Keepers and Credible Messengers.

*LCAP Goal 4: Staff Supports*

Tech is defined by a culture of care and support for students. Teachers are equity-minded and have a strong desire to ensure every student succeeds. Teachers empower and encourage students to advocate for change. When interviewed in class, every student knew what they were supposed to be doing in the class and why they were doing it.

The highly-qualified, positive, collaborative administration at Tech has a strong vision for equity and preparing students for college and careers. Budget allocations support priorities and students based on data analysis. Administration clearly cares for their students and staff and seeks to make Tech a place where people want to be.

During the school's 2020-2021 self-study and recent visit of an accreditation committee from WASC, the school identified priority strengths of equity-minded teachers who empower students, and a collaborative administration who keep student and staff engagement as a priority.

Focus Area:	Priority Challenges	Root Causes of Challenges
<p><i>LCAP Goal 1: College/Career Readiness</i></p>	<p>10th Grade On-track to graduate, 2020-2021:  African American - 55.7%  Asian - 81.4%  Latinx - 64%  White - 84%</p> <p>Graduates with/without A-G fulfilled, 2020-2021:  African American - 59.2% / 30.8% (90%)  Asian - 83.3% / 13.1% (96.4%)  Latinx - 50.5% / 37.9% (88.4%)  White - 77.3% / 15.6% (92.9%)</p> <p>There is a need for further implementation of standards based instruction aligned with Culturally Responsive Pedagogy, CCSS, NGSS, ELD and CTE standards, using the lens of the Equity Team's goals, while using vertical and horizontal alignment to ensure skills, content and resources are being covered and grade-level curriculum sufficiently incorporates the required topics, skills, standards and student learning outcomes, while ensuring student academic growth and development.</p> <p>There is a need to continue to systematically incorporate writing across each content area in order to more fully achieve the CCSS, NGSS, ELD, and CTE standards, while ensuring access for all students by keeping a focus on Culturally-Responsive Teaching strategies, while increasing differentiation, scaffolding to augment rigor, while making content accessible for all students.</p> <p>There is a need for continued efforts to address disproportionality of enrollment and outcomes in pathways and advanced courses.</p> <p>There is a need for greater horizontal alignment in grade-level teams and like courses, as well as vertical alignment.</p> <p>There is a need to continue developing PBL opportunities in the classroom to promote engagement and student-to-student collaboration.</p>	<p>10th grade students went into distance learning as 9th graders and experienced challenges engaging in core classes.</p> <p>Graduates had less than 2.0 in a significant number of A-G classes because there were not enough opportunities in the week to repeat classes and raise the grade.</p> <p>Based on data from the OUSD dashboard, walk-through observations, teacher listening campaigns, Equity Team Plan and ILT data review we recognize that there is not consistency across our site of teachers posting objectives, standards, and/or daily goals to support student learning outcomes. There is not enough effective researched based practices aligned with the various standards to meet the needs of all students. Therefore, there is a need for more professional development to assure all staff members know, understand and implement CRP, CCSS, NGSS, ELD and CTE standards, while focusing on equity.</p> <p>There was a 12% decline in A-G graduation rates amongst African American students and our ELL population does not have a comprehensive program to meet all the ELL needs. The limitations in instructional practices/strategies appear to contribute to this imbalance.</p>

<p><i>LCAP Goal 2: Focal Student Supports</i></p>	<p>9th Grade Algebra 1, 2021-2022  African American - D/F - 18%  9th Grade Algebra 1, 2020-2021  African American - D/F - 14%  Latinx - D/F - 20%</p> <p>There is a need to further develop an effective MTSS intervention plan using data analysis and professional develop to address the academic, behavioral and SEL needs of our ELL and marginalized students by emphasizing Tier 1 strategies across all content areas.</p>	<p>Chronic Absenteeism related to the pandemic;  Lack of diversity in Math Department among teachers; Distance Learning gaps</p> <p>While Oakland Tech implements the MTSS Tiers, there is not a real MTSS plan in effect. According to qualitative data from listening campaigns, classroom observations and collaboration teams' meeting agendas, Oakland Tech lacks focus how the MTSS tiers have a direct impact on student learning outcomes.</p>
<p><i>LCAP Goal 3: Student/Family Supports</i></p>	<p>There is a need to further improve campus safety and school climate. Remedy the shortage of support staff, particularly Culture Keepers, custodians, and Special Education support staff, which negatively affects campus safety and facilities. Implement policies, activities, events and opportunities to recognize, appreciate and value all staff members.</p>	<p>According the CHKS Survey Data, only 36% of students responded positively to statement "At school I do interesting activities," while 30% of students responded positively to statement, "Adults at school intervene when someone is being bullied." While the students did not indicate pressures from sexual harassment on any of the surveys, there was a cry for help at the beginning of the year, where students staged two walk-outs, engaged in a walk-in discussion with the district and vocally identified sexual harassment as a concern. There has been limited number of opportunities for academic and behavioral interventions this year with the continued obstacles posed by the pandemic. The implementation of interventions took a back seat with the changes in administrators, loss or teachers and staff shortages.</p>

<p><i>LCAP Goal 4: Staff Supports</i></p>	<p>There is a need to Provide more streamlined training around the OUSD data dashboard. More streamlined data analysis is necessary as a site. While data is widely collected and used, it is used differently between different departments, pathways, and leadership groups, on campus. There needs to be a site-wide effort to use data to drive instructional practices that meet the needs of all students and decrease gaps in learning.</p>	<p>During the focus group discussion in the 2020-2021 self-study of the school, it was revealed that many teachers (for a variety of reasons) do not know how to access the data dashboard and/or do not know how to desegregate data. Therefore, teachers do not have a complete reflection of instructional practices needed to address gaps in student learning.</p>
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**1D: IDENTIFIED NEED**

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

**1E: RESOURCE INEQUITIES**

Students who are no longer in pathways due to credit recovery needs are not able to benefit from pathway experiences because they no longer have access to Measure N funds.

**1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS**

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.



**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Oakland Technical High School

**SPSA Year Reviewed:** 2021-22

**SPSA Link:** [2021-22 SPSA](#)

**2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA**

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

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

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

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

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

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

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

<b>Title I Expenditure</b>	<b>Target Addressed by Expenditure</b>	<b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i>	<b>What is working? Why? What is not working? Why not?</b>	<b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b>
Teacher, Structured English Immersion	SBAC Math Distance from Standard Met	Increased frequency of one-one support for standards-based math skill development in Algebra 1 through reduced class size.	Working: evidence of improved performance in Algebra 1 and math skills.	Continue the strategy for another year.

Teacher Department Head	SBAC Math Distance from Standard Met	Increased frequency of one-one support for standards-based math skill development in Algebra 1 through reduced class size.	Working: evidence of improved performance in Algebra 1 and math skills.	Continue the strategy for another year.
Teacher, Structured English Immersion	SBAC Math Distance from Standard Met	Increased frequency of one-one support for standards-based math skill development in Algebra 1 through reduced class size.	Working: evidence of improved performance in Algebra 1 and math skills.	Continue the strategy for another year.
Teacher, Structured English Immersion	ELL Reclassification	Provides standards-based instruction in English Language Development to support student learning and development of newcomer and English Learner students. Improves EL instructional programs through supplemental curricula	Working: evidence of improved engagement of English Learners in ELD classes and general education classes. Not working: need to modify schedule so that more ELD students can receive more support.	Continue the strategy for another year.
Teacher on Special Assignment	College/Career Readiness	Provides services in case management, curriculum development, and program development that will improve student achievement through increased social-emotional supports, literacy intervention, math skills remediation, and other executive functioning skill development, expected to be necessary as part of the recovery from interruptions of learning caused by the COVID pandemic	Working: evidence of improved college readiness and organizational skills. Not working: need to schedule target students earlier so that they can benefit from instruct using the AVID college readiness methods.	Continue the strategy for another year.
Classified Support	Student Connectedness to School	Facilitates Restorative Justice mediations and circles to address social-emotional needs of students returning from distance learning during the COVID pandemic.	This additional Restorative Justice Facilitator was not available to be hired in 2021-2022.	Discontinue this strategy because Restorative Justice services are provided elsewhere in the School Plan.

<p>Consultant</p>	<p>On Track to Graduate: 11th Grade</p>	<p>Strategically work closely with students who are dealing with some social and/or emotional challenges, educating the students on how to tactically deal with their social and emotional issues. Also, fulfill the role of Parent Liaison to support the engagement of parents and caregivers in the school program and provide relevant information through various parent engagement seminars.</p>	<p>Working: large numbers of students were able to receive social-emotional and academic support through the identification and counseling process. There is evidence of improved parent engagement.</p>	<p>Continue the strategy for another year.</p>
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**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Oakland Technical High School

**School ID:** 305

**3: SCHOOL STRATEGIES & ACTIONS**

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

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

<b>School Priority:</b>	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.
<b>School Theory of Change:</b>	<p>If Oakland Tech:</p> <ul style="list-style-type: none"> <li>--continues to incorporate writing across the curriculum and to implement the Oakland Tech Literacy Framework, which is aligned to the CCSS;</li> <li>--increases the use of differentiation, scaffolding, research tools, and student collaboration;</li> <li>--implements additional Tier 1 strategies in every classroom;</li> <li>--applies research-based Culturally Responsive Teaching strategies; and</li> <li>--aligns lessons the CCSS, NGSS, ELD, and CTE standards, site and district goals, missions, and visions,</li> </ul> <p>then all students will experience increased engagement and rigor in all content areas, ELLs and our most marginalized students will experience expanded opportunities, student learning and achievement will improve, and more students will be prepared for college, career, and community participation by graduation.</p>
<b>Students to be served by these actions:</b>	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Use PLC/collaboration time to examine writing samples, create exemplars, rubrics and identify areas or student growth and needs	Create PD to review the Literacy framework	Minutes and teacher work product		Tier 1
1-2	Use explicit instruction to model and check for understanding, differentiate and scaffold lessons	Create time for teachers to analyze and score writing samples	Lesson plans Walk-through notes		Tier 1
1-3	Identify all standards for each course and sequence and create specific and targeted interventions	Provide explicit instruction coaching and modeling	Teacher work product: targeted interventions		Tier 1
1-4	Implement the 3 Rs, Review, Reteach, Remediate	Work with assigned departments to review D/F rates and strategies	Lesson plans Walk-through notes		Tier 1
1-5	Continuously monitor of D and F rates at grade check points	Track, review and share impact data	Teacher work product Grade Mark Analysis reports		Tier 2

1-6	Implement peer editing and feedback to increase student voice and autonomy in the writing process	Use PLC and content area meeting time to analyze data from common assessments; use this analysis to track student progress and reduce the D/F rates	Lesson plans Walk-through notes		Tier 1
1-7	Increase the number of PBL interdisciplinary units that are rigorous, engaging and promote ELA, with an emphasis on researching and writing		Lesson plans Walk-through notes		Tier 1

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

<b>School Priority:</b>	Create and implement a schoolwide MTSS plan that will address the academic, behavioral and social emotional needs of all Oakland Tech students.
<b>School Theory of Change:</b>	If Oakland Tech: --effectively identifies the correlation between teaching practices from professional development and student learning outcomes; --implements research-based Tier 1, 2 and 3 strategies that are measurable; --provides students with opportunities to review, receive remediation, and have access to academic rigor; and --provides targeted additional supports for ELLs and students who need to experience increased positive outcomes, then our African American and Special Education students will demonstrate accelerated growth and we will see a measurable reduction of our equity gap.
<b>Students to be served by these actions:</b>	<i>African American and Special Education students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Algebra, Geometry, and Algebra 2 course teams will meet weekly in PLCs and hold biweekly PLCs at minimum.	Algebra 1, Algebra 2, and Geometry teams will have shared course prep periods on the MS so they can meet to collaborate	Minutes and teacher work product		Tier 1
2-2	Teacher in Department will attend this PD and will return to share/teach other teachers about the practices/theories learned.	Funding for AntiRacism PD in Mathematics	Minutes and teacher work product		Tier 1

2-3	Participate in and apply MTSS professional development strategies	Create a MTSS team (including students and parents)	Lesson plans Walk-through notes		Tier 2
2-4	Implement differentiated strategies and interventions for Tiers 1-3 including strategies that support ELL and struggling students	Assign an Administrator to meet weekly with OT's student leadership, discuss implementation of SEL strategies	Lesson plans Walk-through notes		Tier 3
2-5	Create a data document/tracker to collect and analyze data to identify support and intervention needs of all students with an emphasis on ELL and struggling students	Include MTSS on the walk-through tool to identify areas of need and improvement	Teacher work product Data tracker		Tier 2
2-6	Implement SEL curriculum focusing on MTSS school wide norms, OT pillars and student learning outcomes	Identify MTSS professional development for site	Lesson plans Walk-through notes		Tier 1
2-7	Create a classroom culture that addresses the academic, behavior and SEL needs of all students	Include MTSS on the walk-through tool to identify areas of need and improvement	Lesson plans Walk-through notes		Tier 1

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

<b>School Priority:</b>	Develop and implement plans and policies and provide training on SEL and MTSS, clearly outlining roles, responsibilities and expectations to promote and support a safe, positive, culture of belonging for all stakeholders, while address wellness challenges by promoting the five core SEL competencies with stakeholder buy-in.				
<b>School Theory of Change:</b>	<p>If Oakland Tech:</p> <ul style="list-style-type: none"> <li>--provides structures and time for the voices of students and families to be heard by leadership;</li> <li>--provides resources and training for social-emotional learning and wellness for all stakeholders;</li> <li>--clearly outlines roles, responsibilities, and expectations for all stakeholders in the promotion of a safe and positive culture of belonging; and</li> <li>--provides a multi-tiered system of support for all students,</li> </ul> <p>then all students and families will experience welcome and belonging at school and will experience increased engagement in the school community.</p>				
<b>Students to be served by these actions:</b>	<i>All Students</i>				
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>

3-1	Participate in PD supporting restorative practice, MTSS and Social Emotion Learning	Include classroom management, Restorative Practices, MTSS and SEL on the walk-through tool	PD calendar, sign-in sheets Teacher work product		Tier 1
3-2	Participate in surveys, listening campaigns to provide administration data to make changes to support all stakeholders	Provide opportunities for greater engagement in surveys, listening campaigns and student input	Surveys, listening campaign data		Tier 1
3-3	Support the implementation of OUSD's sexual harassment curriculum	Continue implementing OUSDs sexual harassment curriculum	Lesson plans Walk-through notes		Tier 1
3-4	Support assemblies, events and field trips that augment safety and builds a positive school culture and climate	Provide Equity and Diversity Training for teachers and other staff members in order to create culturally sensitive classrooms and teaching practices	Lesson plans Walk-through notes		Tier 1
3-5	Participate in Restorative Justice interventions as conflict or relationship issues may arise	Develop climate and culture assemblies and events with staff, student leaders, parents and community partners.	Referrals, RJ data, teacher notes		Tier 2
3-6		Admin complete and submit School Site Safety Response Plan, Discipline Matrix and plan for Police Free Guidance			

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

<b>School Priority:</b>	Develop common understanding among all staff of how the use of research-based Culturally Responsive Strategies and the alignment of lessons to CCSS, NGSS, ELD, and CTE standards will provide professional satisfaction through increased student achievement. Support this work through Equity and Diversity Training for teachers and other staff members to create culturally sensitive classrooms and workplaces that are particularly welcoming for Black and Brown teachers and students. Create common and benchmark assessments throughout the curriculum and increase the skill of teachers to use performance data to improve academic achievement.
<b>School Theory of Change:</b>	If Oakland Tech: --provides resources and training in Culturally Responsive Teaching practices; --provides resources and training in Equity, Diversity, and the foundations of an anti-racist workplace; --provides time and PLC structures to support teacher collaboration; and --provides training in the use of student performance data and methods of creating common and benchmark assessments, then teachers and staff will deepen their professional working relationships and skills and experience professional satisfaction.

<b>Students to be served by these actions:</b>		<i>All Students</i>			
<b>#</b>	<b>TEACHING ACTIONS</b>	<b>LEADERSHIP ACTIONS</b>	<b>EVIDENCE OF IMPLEMENTATION</b>	<b>IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?</b>	<b>WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?</b>
4-1	Lesson plans reflect culturally responsive pedagogy, ELL Framework and intervention strategies to address gaps in achievement and engagement	Provide Culturally Responsive Teaching, PLC, Vertical and Horizontal Alignment Professional Development, team collaboration and aligning lessons with CCSS, NGSS, ELD, CTE, MTSS, effective strategies, common assessments, 21st century strategies, standards based grading, technology and intervention	Lesson plans Walk-through notes		Tier 1
4-2	Expand interdisciplinary collaboration to make teaching units culturally relevant and engaging	Use and demonstrate the use of technology supports in PD presentations as a model to staff	PLC notes Lesson plans Walk-through notes		Tier 1
4-3	New teachers will participate in support structures in years 1 and 2.	New Teacher Coach will support with onboarding and smooth transition of all new teacher hires by providing a list of summer PD opportunities, offering 1 on 1 meetings, and co-planning retreats for teacher teams.	New Teacher Coach notes		Tier 1
4-4	Demonstrate CRP by Implementing and using reading selections that represent the student population of Oakland Tech	Create a committee to review novels and make recommendations for CRT books and materials	Lesson plans Walk-through notes		Tier 1
4-5	Engage in collaborative data cycles to evaluate the effectiveness of the instructional strategies and identify standards that need to be reviewed for our ELD and struggling students	Provide data protocols to support data cycles and participate in data review; train staff to use the data dashboard to disaggregate data more efficiently and effectively and to track and assist underperforming students	PLC notes Lesson plans Walk-through notes		Tier 2



4-6	Use PLC time to create/develop common formative assessments, benchmark and standards based assessment in all subject areas aligned with CRP, CCSS, NGSS, ELD, CTE	Review and share the Equity Teams PD recommendations with ILT and staff	PLC notes Teacher work product Lesson plans Walk-through notes		Tier 1
4-7	Implement common and benchmark assessments aligned with the standards, create department/team data tracker, and participate in data training and data dives. Use data to drive lesson plans, instructional strategies and interventions.	Refine Collaboration expectations, and increase opportunities for team/department collaboration	PLC notes Teacher work product Lesson plans Walk-through notes		Tier 1
4-8	Outline CCSS, NGSS, ELD and/or CTE standards in lesson plans/thematic units instructional strategies and techniques, which support student achievement		Lesson plans Walk-through notes		Tier 1

### CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Engage Black students with grade-level texts and tasks every day, providing meaningful opportunities to apply their learning.	Build a vision of meaningful, challenging instruction, focusing feedback on standards, tasks and engagement.	Lesson plans Walk-through notes		Tier 1
5-2	Share learning targets and set goals with Black students; analyze formative assessments and other data to differentiate instruction for Black student needs.	Manage systems of tiered support including master schedules, assessment calendars, staffing, and data analysis and monitoring in teams.	Lesson plans Teacher work product Walk-through notes		Tier 1
5-3	Grounding in language of commitment, engage in collaborative inquiry to improve learning for Black students from Black, Brown and marginalized communities.	Build cultures of trust and commitment that enable adults to engage in evidence-based collaboration.	PLC notes Teacher work product Lesson plans Walk-through notes		Tier 1

**CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([secondary instructions & resources](#))**

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

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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6-1	Content area and CTE (Linked Learning Pathway) teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency, academic language development, and build toward strong biliteracy.	Provide ELD strategies and academic language supports to all content area teachers through professional development. Observe and provide feedback to teachers on classroom practice focusing on effective use of the core language and literacy practices (complex text, academic talk, writing with evidence) and the use of equity-focused observation tools.	Lesson plans Teacher work product Walk-through notes		Tier 1
6-2	Implement school-wide high impact strategies that support oral academic language development and/or engagement with complex text in all content areas, including dual enrollment classes.	Analyze data, including ELPAC, to determine which students need ELD and at which levels. Create these courses in the master schedule and support teachers assigned to ELD courses.	Lesson plans Teacher work product Walk-through notes		Tier 1
6-3	Share ELL snapshots with students and families in order to set goals for reclassification.	Establish a system to conference with students and families about their progress toward reclassification. Including sharing ELL snapshots.	Lesson plans Teacher work product Walk-through notes		Tier 1
6-4	Monitor progress of language and content learning of ELLs, beginning with content language objectives.	Ensure that ELD course work is aligned to ELD standards.	Lesson plans Teacher work product Walk-through notes		Tier 1

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 305

**School:** Oakland Technical High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
11-Month Teacher on Special Assignment (TSA)	\$138,933	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7377	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-1
11-Month Teacher on Special Assignment (TSA)	\$127,608	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4557	11-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Implement differentiated strategies and interventions for Tiers 1-3 including strategies that support ELL and struggling students	305-2
Assistant Principal, High School	\$137,357	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	0132	Assistant Principal, High School	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Implement differentiated strategies and interventions for Tiers 1-3 including strategies that support ELL and struggling students	305-3
Bilingual Administrative Assistant II	\$49,802	Measure N	2405	Clerical Salaries	2083	Administrative Assistant II, Bilingual	0.40	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	On Track to Graduate: 9th Grade	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-4
Buildings & Grounds	\$10,000	General Purpose Discretionary	5720	Maintenance Work Orders		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-5
Case Manager	\$98,721	One-Time COVID Funding	2405	Clerical Salaries	8798	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Student Connectedness to School	Implement differentiated strategies and interventions for Tiers 1-3 including strategies that support ELL and struggling students	305-6
Case Manager	\$98,721	One-Time COVID Funding	2405	Clerical Salaries	8799	Case Manager 20	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-7
Certificated Pupil Support Salary	\$19,585	General Purpose Discretionary	1205	Certificated Pupil Support Salaries	4824	Counselor	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Support assemblies, events and field trips that augment safety and builds a positive school culture and climate	305-8

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Certificated Pupil Support Salary	\$84,782	Measure N	1205	Certificated Pupil Support Salaries	3264	Counselor	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-9
Classified support salaries	\$97,724	Measure N	2205	Classified Support Salaries	6452	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-10
College/Career Pathways Coach	\$82,340	Measure N	2305	Classified Supervisors' and Administrators' Salaries	1292	Coach College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-11
Consultant Contract: Parent Liaison	\$6,020	Title I: Parent Participation	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-12
Consultant Contract: Scholar Engagement	\$54,180	Title I: Basic	5825	Consultants		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-13
After School Program Contract	\$25,000	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-14
After School Program Contract	\$193,699	21st Century Schools (Title IV, Part B)	5825	Consultants		n/a		Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-15

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Department Head Teacher	\$22,195	Title I: Basic	1105	Certificated Teachers' Salaries	0353	Teacher Department Head	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-16
Dues & Memberships	\$6,000	General Purpose Discretionary	5300	Dues & Memberships		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-17
Equip Maintenance Agreement	\$10,000	General Purpose Discretionary	5610	Equip Maintenance Agreeemt		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-18
Equipment < \$5,000	\$5,000	General Purpose Discretionary	4410	Equipment < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-19
Extended Contract (Athletic Director Stipend)	\$3,000	General Purpose Discretionary	1120	Certificated Teachers' Salaries: Stipends		n/a		Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-20
External Work Order Services	\$7,788	General Purpose Discretionary	5826	External Work Order Services		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-21
Furniture < \$5,000	\$3,300	General Purpose Discretionary	4432	Furniture < \$5,000		n/a		Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	New teachers will participate in support structures in years 1 and 2.	305-22

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Paper	\$10,000	General Purpose Discretionary	4350	Paper		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-23
Postage	\$850	Title I: Parent Participation	5910	Postage		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-24
Professional/Contracted Services	\$389,900	Measure N	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-25
Professional/Contracted Srvs	\$25,000	General Purpose Discretionary	5825	Consultants		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-26
Restorative Justice Facilitator	\$24,544	LCFF Supplemental	2205	Classified Support Salaries	8216	Restorative Justice Facilitator	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-27
School Office Supplies	\$30,000	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-28
Software Licenses	\$9,000	General Purpose Discretionary	5846	Licensing Agreements		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-29

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Substitute Teacher Incentive Plan (STIP) Teacher	\$82,164	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8800	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Out-of-School Suspensions	Participate in Restorative Justice interventions as conflict or relationship issues may arise	305-30
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,225	One-Time COVID Funding	1105	Certificated Teachers' Salaries	9017	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	n/a	n/a	305-31
Teacher	\$43,127	General Purpose Discretionary	1105	Certificated Teachers' Salaries	0765	Teacher, Structured English Immersion	0.60	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-32
Teacher	\$28,751	LCFF Supplemental	1105	Certificated Teachers' Salaries	0765	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-33
Teacher	\$16,411	LCFF Supplemental	1105	Certificated Teachers' Salaries	1498	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-34
Teacher	\$76,256	LCFF Supplemental	1105	Certificated Teachers' Salaries	2963	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-35
Teacher	\$80,555	LCFF Supplemental	1105	Certificated Teachers' Salaries	3041	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-36



PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher	\$80,555	LCFF Supplemental	1105	Certificated Teachers' Salaries	4053	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-37
Teacher	\$82,239	LCFF Supplemental	1105	Certificated Teachers' Salaries	4263	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-38
Teacher	\$79,719	LCFF Supplemental	1105	Certificated Teachers' Salaries	4584	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-39
Teacher	\$79,719	LCFF Supplemental	1105	Certificated Teachers' Salaries	7458	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-40
Teacher	\$76,086	LCFF Supplemental	1105	Certificated Teachers' Salaries	0591	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-41
Teacher	\$35,068	Measure N	1105	Certificated Teachers' Salaries	3569	Teacher, Structured English Immersion	0.40	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-42
Teacher	\$67,939	Measure N	1105	Certificated Teachers' Salaries	3662	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	n/a	n/a	305-43

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
Teacher	\$16,659	Measure N	1105	Certificated Teachers' Salaries	6194	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-44
Teacher	\$121,779	Measure N	1105	Certificated Teachers' Salaries	1482	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-45
Teacher	\$78,075	Measure N	1105	Certificated Teachers' Salaries	2527	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-46
Teacher	\$97,393	Measure N	1105	Certificated Teachers' Salaries	4185	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-47
Teacher	\$22,807	California Partnership Academy	1105	Certificated Teachers' Salaries	2465	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Support assemblies, events and field trips that augment safety and builds a positive school culture and climate	305-48
Teacher	\$28,380	California Partnership Academy	1105	Certificated Teachers' Salaries	2204	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Support assemblies, events and field trips that augment safety and builds a positive school culture and climate	305-49
Teacher	\$24,348	California Partnership Academy	1105	Certificated Teachers' Salaries	4185	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-50

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 305

School: Oakland Technical High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Teacher	\$21,191	Title I: Basic	1105	Certificated Teachers' Salaries	0002	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-51
Teacher	\$123,510	Title I: Basic	1105	Certificated Teachers' Salaries	1428	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	ELL Reclassification	Content area teachers apply ELD strategies and culturally responsive strategies across the curriculum to build language fluency and academic language development.	305-52
Teacher	\$17,667	Title I: Basic	1105	Certificated Teachers' Salaries	4200	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.	A-G Completion	Prepare all students for entry into both college and careers and participation in the community through increased engagement and rigor across the curriculum and expanded Tier 1 strategies.	305-53
Textbooks	\$5,000	General Purpose Discretionary	4100	Textbooks		n/a		Goal 1: All students graduate college, career, and community ready.	A-G Completion	Implement differentiated strategies and interventions for Tiers 1-3 including strategies that support ELL and struggling students	305-54
Translation Services	\$3,000	Title I: Parent Participation	2928	Other Classified Salaries: Hourly		n/a		Goal 3: Students and families are welcomed, safe, healthy, and engaged.	A-G Completion	Implement differentiated strategies and interventions for Tiers 1-3 including strategies that support ELL and struggling students	305-55
Unallocated	\$37	LCFF Supplemental	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	n/a	n/a	305-56
Unallocated	\$183,111	Measure N	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Participate in PD supporting restorative practice, MTSS and Social Emotion Learning	305-57
Unallocated	\$3,774	Title I: Basic	4399	Unallocated		n/a		Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Participate in surveys, listening campaigns to provide administration data to make changes to support all stakeholders	305-58

**PROPOSED 2022-23 SCHOOL SITE BUDGET**

**Site Number:** 305

**School:** Oakland Technical High School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Work-Based Learning Site Liaison	\$131,421	Measure N	2205	Classified Support Salaries	3018	Site Liaison, Work-Based Learning	1.00	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Participate in surveys, listening campaigns to provide administration data to make changes to support all stakeholders	305-59



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

Community Schools, Thriving Students

## **Title I, Part A School Parent and Family Engagement Policy**

***All Title I schools will jointly develop a written parent and family engagement policy with input from and distribution to all parents and family members. This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements.***

### **Oakland Technical High School**

**agrees to implement the following engagement practices, in keeping with Oakland Unified School District's Standards for Meaningful Family Engagement:**

#### **OUSD Family Engagement Standard 1: Parent/Caregiver Education Program**

*Families are supported with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level.*

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children by:

- High School Course Descriptions
- High School Course Syllabi
- Back to School Night
- Tech Parent University Seminars with Parent Liaison
- Parent-Student-Teacher Conferences

The school supports a partnership among staff, parents, and the community to improve student academic achievement and engage parents in meaningful interactions with the school by:

- 9th Grade Parent-Student-Teacher Events
- Pathway Parent-Student-Teacher-Partner Events

#### **OUSD Family Engagement Standard 2: Communication with Parents and Caregivers**

*Families and school staff engage in regular, two-way, meaningful communication about student learning.*

The school communicates to families about the School Parent and Family Engagement Policy by:

- Convening an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the program requirements and the right of parents to be involved.

- Invitation to parents in Chinese, Spanish, Vietnamese, and English
- PTSA (Parent Teacher Student Association) announcement and invitation
- Regular Announcements to students over the school intercom and digital media
- School Bulletin
- [OUSD Student and Family Handbook \(English\)](#)
- [OUSD Student and Family Handbook \(Spanish\)](#)
- [OUSD Student and Family Handbook \(Chinese\)](#)
- Oakland Technical High School Student and Family Handbook

The school communicates to families about the school's Title I, Part A programs by:

- Posting in the school offices, classrooms, library, and Family Resource Center
- School website
- Parent Square postings (email and text messages, translated into several languages)
- Bullhorn (School Newsletter)
- PTSA (Parent Teacher Student Association) IO email group

The school communicates to families about the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet by:

- School website
- High School Course Descriptions
- Aeries Parent Portal (online)
- Bullhorn (School Newsletter)

The school distributes information related to school and parent programs, meetings, school reports, and other activities to parents in a format and language that the parents understand by:

- Bullhorn (School Newsletter)
- PTSA (Parent Teacher Student Association) IO email group
- Parent Square postings (email and text messages, translated into several languages)
- Email from Administration, Teachers, and Staff

**OUSD Family Engagement Standard 3: Parent Volunteering Program (temporarily suspended due to COVID safety protocols)**

*Families are actively involved as volunteers and audiences at the school or in other locations to support students and school programs.*

The school provides opportunities for families to volunteer in classrooms and other school activities by:

- Parent Booster groups
- PTSA Volunteer Program
- After School Program
- Performing Arts Committee
- Special Education Committee
- Individual arrangement with teachers and administrators

**OUSD Family Engagement Standard 4: Learning at Home**

*Families are involved with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.*

The school provides parents with materials and training to help them work with their children to improve their children's achievement by:

- Tech Parent University seminars
- College Mentoring Committee
- High School Course Syllabi
- Aeries Parent Portal

**OUSD Family Engagement Standard 5: Shared Power and Decision Making**

*Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.*

With the assistance of parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners by:

- Professional Development training
- PTSA meetings and seminars
- Pathway exhibitions, advisory board, and mentoring
- 9th Grade Board meetings

The school provides opportunities for regular meetings with a flexible schedule that allows parents to participate in decisions relating to the education of their children by:

- Teacher Conference Periods
- Student Success Team meetings
- Parent-Teacher conferences

The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the School Parent and Family Engagement Policy by:

- Collaborative School Site Council meetings, open to all parents and families

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students, by:

- Parent Booster groups
- PTSA Volunteer Program
- After School Program
- Performing Arts Committee
- Special Education Committee
- Individual arrangement with teachers, administrators, and staff

The school provides support for parent and family engagement activities requested by parents by:

- Teacher conference periods
- Parent Liaison
- Tech Parent University seminars

**OUSD Family Engagement Standard 6: Community Collaboration and Resources**

*Coordinate resources and services for families, students, and the school with businesses, agencies, and other groups, and provide services to the community.*

The school coordinates and integrates the Title I, Part A parent and family engagement program with other programs and activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children by:

- Tech Parent University seminars
- Parent Liaison
- College Mentoring Committee



- College and Career Resource Center
- Pathway Advisory Boards and Mentoring Opportunities
- Pathway parent events

If a Title I School Wide Plan is not satisfactory to parents, a parent can submit any comments on the plan (SPSA) to the OUSD Strategic Resource Planning Office.

**Adoption**

This policy was adopted by Oakland Technical High School on September 23, 2021, and will be in effect for the period August 9, 2021, through May 27, 2022.

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

Richard Fairly  
**Name of Principal**

**Signature of Principal**

9/23/2021

**Date**

*Please attach the School-Parent Compact to this document.*



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

## **School-Parent Compact**

### **Oakland Technical High School**

# **2021-22**

*This School-Parent Compact has been jointly developed with parents and family members and outlines how parents, the entire school staff, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State of California's high academic standards.*

*This School-Parent Compact is in effect for the 2021-22 school year.*

#### **School Responsibilities**

The school agrees to carry out the following responsibilities to the best of their ability:

- 1) Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the State of California's challenging academic standards.**
  - through the use of state-approved and board-adopted curriculum and instruction that is consistent with the Oakland Effective Teaching Framework
- 2) Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
  - through Back to School Night and teacher-scheduled conferences
- 3) Provide parents with frequent reports on their children's progress and assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.**
  - through the online Aeries Parent Portal, emails from teachers to parents, and the Tech Parent University
- 4) Provide parents reasonable access to staff.**
  - through the online Aeries Parent Portal which provides teacher email addresses and teacher-parent conferences
- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.**
  - through arrangement with the teacher and/or school administration

- 6) Provide parents with materials and training to help them improve the academic achievement of their children.**  
- through the Tech Parent University and Student Success Team meetings
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.**  
- through professional development training provided to staff members, parent booster groups, and the Parent Teacher Student Association
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.**  
- through the use of the Talking Points messaging system which includes translation into home languages, robocalls, and email

### **Teacher Responsibilities**

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

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

### **Parent Responsibilities**

As a parent, I will support my child's learning in the following ways:

- Volunteer in my child's classroom if possible.
- Participate in decisions related to the education of my child.
- Promote positive use of my child's extracurricular time.
- Accept responsibility for supporting our students' learning.
- We agree to monitor our students' attendance and assure attendance is maximized.
- We agree to monitor the study environment at home and assure that our students have at least 3 hours in a quiet environment to do homework each day.

- We agree to monitor the time our students spend with television or other electronic entertainment.
- We agree to encourage our students to make positive use of their extracurricular time.
- We agree to respond promptly to messages from the school.
- We agree to attend Back-to-School Night and other conferences that are arranged with our students' teachers or administrators.
- We agree to follow school policies and show respect for every person at the school.

### **Student Responsibilities**

We, the students of Oakland Technical High School:

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

This Compact was adopted by Oakland Technical High School on September 22, 2020,, and will be in effect for the period of August 9, 2021 to May 27, 2022.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 23, 2021.

**Signature of Principal**

**Date**

**Oakland Technical High School**  
**School Site Council Membership Roster**  
**2021-2022**

**SSC - Officers**

Chairperson:	Tanasha Stevens
Vice Chairperson:	Dylan Lucks
Secretary:	Ellen Dahlke

**SSC - Members**

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
RICHARD FAIRLY	X					1
KIM DAVIS				X		1
ZSANNA SECREASE				X		1
TANASHA STEVENS				X		1
DYLAN [REDACTED]					X	1
AMARA [REDACTED]					X	1
GOOMARAL [REDACTED]					X	2
ERRICO BACHICHA, Room S-8		X				2
ELLEN DAHLKE, Room UC-7		X				1
DEBRA CARTER-KELLY			X			2
OMOAGHE AKHIDENOR, Room P-1		X				1
TIMOTHY BRODERICK, Room 224		X				1

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Tuesday of the month, 6:00-7:30pm, in the Library (or on Zoom during COVID)
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**SSC Legal Requirements (EC Sections 65000-65001):**

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

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