OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Board Meeting Date	August 26, 2020
Subject	2020-2021 School Plan for Student Achievement (SPSA)

Action	Approval by the Board of Education of the 2020-2021 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 ● Title IV, Parts A and B ● After School Education and Safety (ASES)
Attachment	2020-2021 School Plan for Student Achievement (SPSA) for Oakland Technical High School

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2020-2021 School Plan for Student Achievement (SPSA)

School:	**Oakland Technical High School**
CDS Code:	1612590136051
Principal:	Staci Ross-Morrison
Date of this revision:	5/26/2020

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/26/2020
The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

_____ 8/27/2020
Jody London
President, Board of Education

_____ 8/27/2020
Kyla Johnson-Trammell
Superintendent and
Secretary Board of Education

2020-2021 School Plan for Student Achievement Recommendations and Assurances

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

[X]	Title I Schoolwide Program	[ ]	Additional Targeted Support & Improvement (ATSI)	[ ]	LCFF Concentration Grant
[ ]	Title I Targeted Assistance Program	[ ]	After School Education & Safety Program (ASES)	[X]	21st Century Community Learning Centers
[ ]	Comprehensive Support & Improvement (CSI)	[X]	Local Control Funding Formula (LCFF) Base Grant	[ ]	School Improvement Grant (SIG)
[ ]	Targeted Support & Improvement (TSI)	[X]	LCFF Supplemental Grant	[X]	Low-Performing Students Block Grant (LPSBG)

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 Education Code 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the 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 Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per Education Code 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

   Date(s) plan was approved: _5/26/2020_

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

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

Signatures:

STACI ROSS-MORRISON	_signature_	6/2/2020
Principal	Signature	Date
Benjamin Salop	Benjamin Daley	6/10/2020
SSC Chairperson	Signature	Date
Lucia Moritz	Lucia Moritz	6/30/2020
Network Superintendent	Signature	Date
Lisa Spielman	Lisa Spielman	7/1/2020
Director, Strategic Resource Planning	Signature	Date

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
7/1/2019	Administration	Data review for planning purposes; review and confirmation of upcoming priorities. Documented for feedback from ILT and staff meetings.
9/4/2019	Staff	Staff provided a copy of the SPSA. Staff examined schoolwide data to inform department and pathway goals.
9/9/2019	Administration	Budget and Escape training
9/16/2019	Administration	Budget planning and preparing for pathwork work.
9/26/2019	PTSA	Convened feedback session for parents to weign into the school plan and future plans.
10/29/2019	SSC	SSC members reviewed SPSA and school wide data
11/18/2019	Student Council	Student council data review and survey
1/31/2020	Staff	Staff examined current school wide data to refine goals.
1/21/2020	SSC	SSC members reviewed SPSA and school wide data
2/18/2020	SSC	SSC members reviewed SPSA and school wide data
3/25/2020	SSC	SSC members reviewed SPSA and school wide data

2020-2021 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$569,776.00
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	$3,197,826.00

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)	$347,448.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$191,100.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$7,472.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$805,800.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$214,856.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$0.00	TBD
			Measure G (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)	$1,631,150.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$569,776.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$2,628,050.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	$3,197,826.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
College/Career Readiness	Increased college readiness activities provided scholars. Additional counselors reduced caseloasd and counselors are able to serve students with more depth.	Dedicated WBL and CCRS, increased support for pathway students, increased opportunities for students, revamped College and Career office, PTSA support

Focal Student Supports	Wide variety of support services available for students and staff. Student support specialists are recieving increased support and professional development. COST team has grown and has partnered with the Attendance team to SART students in an effort to improve student attendance.	Community School Manager has been in the position officially for a year and has increased services for studens through a growth in community partnerships.
Student/Family Supports	Robust parent education workshops are offered in multiple parent groups such as SSC, PTSA and our African American Action Planners group	Family Liason scope of work has broadened due to need, increased parent workshops. ELD student success team meetings.
Staff Supports	New teachers are receiving targeted individual supports to develop strong instructional practices which has led to better teacher retention.	TSA hired to support new teachers and provide ongoing coaching which has allowed Administrators to focus on evaluations. PTSA support
Focus Area:	**Priority Challenges**	**Root Causes of Challenges**
College/Career Readiness	Increase the number of internships and other work based opportunities students complete High number of students reading below grade level; students need dedicated literacy intervention supports inside and outside of their core classes.	Need for increased opportunities for students to explore career options, Student engagement of at risk population.
Focal Student Supports	Engagement of at risk youth and families English Learners are not performing well. Academic progress data is stagnant, and students are struggling with literacy, which impacts their redesignation rates. 9th grade: many students come in unprepared for the rigor of Algebra 1; that's why we need a support class; Algebra is one of the top 3 courses that students fail;	Need for more males and males of color to support the student population, increased need for school spirit and engagement, attendance, more options for credit recovery for students with IEPs.

Student/Family Supports	We must increase the representation of families of color at schoolwide events. We also need a greater focus on educating adults so that they better understand how to support their student. Need to provide Tier 1 intervention supports to families; need additional bandwidth to conduct SST meetings for students; parents need more support to access schoolwide resources to ensure their students are successful;	Parents of color are not engaged in the education program at Tech. Parents are not aware of the challenges studnts are facing.
Staff Supports	The ability to change tenured teacher behavior, instructional techniques and curriculum to better support students.	Teachers have a wife variety of beliefs about education and students that is difficult to change, thus we need to provide impactful professional development and hold teachers accountable.

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	Through the pathway model and teaching through a culturally responsive lens , all students will receive a rigorous learning experience, quality college and career planning coupled with the appropriate student supports to ensure all students will graduate college and career ready.

Instructional Focus Goal:	*All students graduate college-, career-, and community-ready.*				
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
Graduation Rate	All Students	TBD	88.9%	n/a	94.0%
On Track to Graduate: 9th Grade	All Students	TBD	Coming soon	n/a	85.0%
On Track to Graduate: 11th Grade	All Students	TBD	Coming soon	n/a	65.0%
A-G Completion	All Students	TBD	66.7%	n/a	72.0%
College/Career Readiness	All Students	TBD	Coming soon	n/a	80.0%

Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts.				
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
SBAC ELA	All Grade 11 Students	+15 points DF3	-3.6	n/a	-2.00
Reading Inventory (SRI) Growth of One Year or More	All Students	+5pp	8.0%	n/a	25.0%
Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Math and Science.				
SBAC Math	All Grade 11 Students	+15 points DF3	-65.8	n/a	-50.0
CAST (Science)	All Grade 11 Students	TBD	17.8%	n/a	22.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023:	Struggling readers and English Language Learners will experience academic growth as a result of receiving targeted interventions.

Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Language Arts.				
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
SBAC ELA	Students with Disabilities	+20 points DF3	-99.3	n/a	-79.0
SBAC ELA	Low Income Students	+20 points DF3	-7.3	n/a	15.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Students	-5pp	14.3%	n/a	7%
Instructional Focus Goal:	All students continuously grow towards meeting or exceeding standards in Math and Science.				
SBAC Math	Students with Disabilities	+20 points DF3	-159.0	n/a	-130.0
SBAC Math	Low Income Students	+20 points DF3	-73.1	n/a	-53.0

Instructional Focus Goal:		English Learner students continuously develop their language, reaching English fluency in six years or less.			
ELL Reclassification	English Learners	Reclassify 16%	6.6%	n/a	16.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	5.6%	n/a	25.0%

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023:	At risk students will be prioritized when providing targeted support, interventions and communication to ensure equity of service.

Instructional Focus Goal:		All students build relationships to feel connected and engaged in learning.			
Measure	**Target Student Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
Connectedness	All Students	+5pp	49.2%	n/a	2.0%
Suspensions	All Students	-2pp	2.5%	n/a	2.0%
Suspensions	African-American Students	-2pp	5.9%	n/a	3.5%
Suspensions	Students with Disabilities	-2pp	7.4%	n/a	6.0%
Chronic Absence	All Students	-2pp	20.4%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	25.4%	n/a	18%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.

School Goal for May 2023:	100% of students referred to COST will be provided optimal Tier 2 and Tier 3 supports.

School Measure	**Target Group**	**District Growth Targets**	**18-19 School Baseline**	**19-20 School Target**	**20-21 School Target**
Cost tracking data	All Students	n/a	100.0%	100.0%	100.0%

1D: IDENTIFIED NEED

Instructions: Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

Instructions: Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE

School: Oakland Technical High School	**SPSA Year Reviewed:** 2019-20	**SPSA Link:** <u>19-20 SPSA</u>

2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)

2019-20 Enabling Conditions

Related School Goals:	*The mission of the admin team is to develop powerful teacher and staff leaders, set the tone for a unified staff culture, and ensure that every parent, student, and staff member has information, voice, and choice to navigate the educational system.*

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Teacher collaboration and support were priorities entering 19-20. We hired a TSA to suppport teachers new to Oakland Tech and those that have been in the profession 3 or fewer years. Our hope was to be able to retain new teachers and cultivate powerful teaching strategies. Our schoolwide PD focus was two strand, supporting students with IEP and Culturally Responsive teaching. We hired 2 additional counselors to decrease counseling caseloads and provide more indepth academic planning. We hired a TSA of culture who informed, cultivated and grew school culture, staff relationships and developed additional commuication streams for all stake holders. We also continue to invest in our student leaders through their involvement in school decision making bodies like SSC and student council. Our PTA continuus to support each member of the Tech community and continue to support school wide communication. We have also spent a considerable amount of time trying to ensure all families receive Oakland Tech communication through the major channels.

What evidence do you see that your strategic actions are effective?

Teacher retention is much better than it has been in years. Of the teachers new to Tech, all but 1 is returning. New teachers are using the culturally responsive teaching methods and all staff have been very engaged during staff meetings. We have developed a framework to provide better support for students with IEPs and improved collaboration with general education and special education teachers. We have had many more school events to bulid staff and students culture. We have also made better use of social media to keep all informed.

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

We will continue to refine our strageties to build culture and provide a quality education for all scholars. We are moving to a block schedule next year and although teachers have developed their 1st unit, we will devote more PD time to teaching within the block as well as incorporating culturally responsive teaching practices by implementing the tenents of Hammond's work. We will build our culture and climate team to involve diverse voices and expand scholar groups to provide more diverse scholar voices across our Oakland Tech community.

2019-20 Language & Literacy Focal Area

Theory of Change:	If Oakland Tech's leadership and ILT teams create efffective Language and Literacy professional devevelopment aligned with the CCSS and the district's ELL essential skills, all scholars will increase literacy skills and be better prepared for college and career opportunities.
Related School Goals:	*See 2019-20 SPSA.*

Briefly describe the overall implementation of 19-20 strategic actions for this area. If you changed any planned staffing or activities after completing your SPSA, please describe.

An ELD class was created to support ELL scholars across grade levels. Staff received professional development on culturally responsive pedagogy which included block scheduling, unit planning and culturally responsive teaching strategies.

What evidence do you see that your strategic actions are effective?

Teachers created model unit plans implementing Hammond's key competencies of Culturally Responsive Pedagogy.

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

Oakland Tech's leadership team will work with Leveled Literacy Intervention (LLI) to develop a common vision and scope of work and plan professional development that
will be provided to teachers to augment literacy and language development. We will also have an experienced TSA to coach new teachers in improving their literacy instruction, incorporating Common Core State Standards and English learner development essential practices. Teachers will develop literacy-based performance assessments aligned to CCSS and the ELL essential skills to incorporate key aspects of Language and Literacry including advanced writing, complex texts, and academic discussion across all content areas. All scholars will be more engaged in Literacy and Language as measured by authentic assessments. This process will ensure all scholars have multiple opportunities to develop grade-level literacy skills. In addition,the 9th grade team will use SRI data to assist scholars in increasing reading lexile levels. Identified ELLs will receive support in an elective ELD course.

2019-20 Rigorous Academics & Career Technical Education (CTE) Focal Area	
Theory of Change:	If Oakland Tech implements common grade level performance assessments across disciplines, the level of course rigor will be increased.
	If Pathways anchor their curriculum/projects in their respective career fields, by providing students increased supports inside and outside of the classroom, students will be able to make better educational gains. Pathways will have tailored orientation for at risk student groups.
Related School Goals:	*See 2019-20 SPSA.*

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Oakland Tech offers 5 Career Pathways for scholars in grades 10-12. 100% of scholars in Pathways participated in CTE courses of study reflective of their pathway selection. Curently, CTE, English, and History are cohorted. Math is cohorted in some Pathways, and the team is exploring ways to increase the number of cohorted courses as we move into Block scheduling. All pathways have student support specialists that support struggling students and the COST team has grown to be able to meet the needs of the students. Additional saff members are enrolled in CTE credentialling coursework.

What evidence do you see that your strategic actions are effective?

During the 2019-20 academic year, Oakland Tech has had an effective course selection process, master scheduling, and support from counselors. Students report feeling more supported as indicated in the CHKS data.

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

During shelter in place CTE teachers are supporting scholars by ensuring they have the needed materials and supplies to complete course work, creating and implementing CTE lessons that have been implemented in a variety of virtual platforms. In addition, some CTE teachers are utilizing videos and online apps to provide additional CTE related lessons, activiites and projects. With the move to block schedule, next year a study hall period will be dedicated to improving scholar grades across all content areas includeing CTE.

2019-20 Work-Based Learning Focal Area

Theory of Change:	If Oakland Tech provides high quality work based learning experiences and support, systematically to focus on the most at-risk scholars combined with the use of 21st Century tools, we will effectively be able to provide our scholars with experiences to help them graduate college and career ready.
Related School Goals:	*See 2019-20 SPSA.*

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Oakland Tech's WBL Coordinator and College and Career Coordinator continue to provide high quality service to Tech students. Our WBL Coordinator is was new to the site but was able to find traction and provide improved structure to our different student programs. This greatly increased opportunities for scholars to participate in goal and career specific opportunities such as field trips, guest speakers. Scholars were also able to engage in additional workshops and internship learning opportunities.

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

Moving to a block schedule will allow increased numbers of studnts to participate in internships and other work based opportunities throughout the school year. Scholars will also have the opportunity to attend college and career seminars due to use of the study hall period. We have developed on line opportunities for students as a result of the shelter in place that we will maintain. We will implement online WBL opportunities for scholars using the Nepris and World of Work (WOW) platforms. This will provide our scholars with career exploration, 1:1 sessions with industry leaders, virtual guest speakers, in addition for opportunies to research and compare career options and attend virtual career fairs.

2019-20 Comprehensive Student Supports (CSS) Focal Area

Theory of Change:	If Oakland Tech continues to serve the whole child we can ensure they are better able to be successful navigate the demands of school and be more successful. The COST team and pathways will continr to provide Tier 1 and 2 supports. If we are continuing distance learning in the fall, Tech will continue to serve students through virtual platforms to ensure students remain socially, emotionally and academically prepared to embark upon their college and/or career paths.
Related School Goals:	*See 2019-20 SPSA.*

Briefly describe the overall implementation of 19-20 strategic actions for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Student Support Specialist work with pathway teams to provide comprehensive support to our most vulnerable scholars. The SSSs have participated in professional development focused on social emotional learning, behavior modification and MTSS. The focus of professional development emphasis identifying antecedent, behavior and consequences, implementing SEL strategies for targeted scholars, and devising Check In Check Out system. In addition, they maintain a database to track the scholars experiences with field trips, college visits, career exploration, WBL, internships and guest speakers. Some of them have create mentoring programs and created support groups.

Oakland Tech's Community Schools Manager supports the COST process and is instrumental in augmenting our overall climate and culture. The COST team has expanded their community outreach to support more of our diverse population. Our COST framework allow us to provide a variety of Tier 2 and Tier 3 interventions. Also, The COST team has partnered with the attendance team to provide better support around attendnace issues.

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

The COST and SSS teams are providing SEL support, family outreach and mentoring through a variety of platforms. Our parent education workshop offerings will expand to meet the needs of parents. If we are in a situation where we must continue distance learning, we will continue to use a variety of platforms including Hangouts, Instagram, and ZOOM. The Pathway and SSS teams are utilizing trackers for family/scholar outreach data collection. This ensures that our scholars will be able to receive the SEL support they need during shelter in place.

DEPARTURE FROM PLANNED 19-20 SPSA BUDGET

Please describe any significant differences between your 19-20 SPSA *proposed* budget and your *estimated actual* budget for 2019-20. If you made changes, why?

Omissions from the 19-20 proposed budget were the library clerk, and Principal/Administration coaching. Both ommissions were due to a lack of school funding and the need to adjust. We reduced the FTE for AAMA due to low student enrollment. Our pathway coach seperated from the district and a replacement was hired in November.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

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

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Priority:	To augment the level of academic proficiency by implementing comprehensive, researched based strategies to assist all scholars in leaning and maintaining essential skills. To increase academic growth in core content areas to ensure scholars have the necessary skills for college and/or career. To ensure teachers are implementing sound researched based practices to meet the college and career needs of all scholars. To incorporate team data systems so that staff can routinely review, analyze and interpret data to drive instructional practices. To increase the number and types of dual enrollment, concurrent enrollment and Work Based Learning opportunities.
School Theory of Change:	If Oakland Tech provides high leverage teacher coaching, quality professional development using a culturally relevant lens prioritizing literacy and math, teachers will be better able to support struggling scholars, thus all scholars will be prepared to enage in postsecondary college and/or careers.
Related School Goal:	80% of scholars will demonstrate proficiency of college and career ready skills as measured by site, district and state assessments. 80% of scholars will increase academic growth in core content areas meeting or exceeding standards by 2021. 80% of teachers will develop and implement engaging, innovative, PBL curriculum that is vertically aligned in order to optimize learning across content areas. 80% of teachers will use data to drive instructional practices to increase academic achievement and decrease gaps in learning.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

1-1	Use researched based strategies during professional development, create and implement effective lesson plans, increase rigor using tenents of PBL.	Provide professional development, comprehensive resources and materials.	Growth on site, district and state assessments, lesson plans, observations, Walk-Through data	
1-2	Create common assessments, provide scholars with a variety of opportunities to demonstrate mastery of learning targets.	Provide opportunity for team collaboration to review CCSS, curriculum, and identify essential skills.	Walk-Through data, BBCs (posted learning targets, daily objectives, and standards)	
1-3	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	Provide professional development, comprehensive resources, materials and opportunities for team collaboration.	Observations, Walk-Through data, notes from team collaboration meetings, notes from team check in with assigned administrator.	
1-4	Routinely use data during collaboration to identify areas to increase rigor, scholar engagement, and instructional practices to ensure all scholars including, African Americans, Latino, and ELL are on track for college and career.	Provide professional development, time for collaboration	Observations, Walk-Through data, notes from team collaboration meetings, notes from team check in with assigned administrator.	

1-5	Collaborate with the WBL Coordinator and SSSs to identify scholars to participate in Dual and/or Concurrent Enrollment. Provide greater opportunities for WBL by incorporating district approved online resources such as World of Work (WOW) and Nepris and incrase Internship opportunities.	Provide professional development, teacher support and coaching, comprehensive resources, materials and opportunities for team collaboration.	Data from AERIES, meeting notes, agendas, course selection data, internship site surveys, master schedule.	
1-6	Offer three Algebra Support classes for 9th graders in Algebra 1 to support pass rates			Engagement of at risk youth and families English Learners are not performing well. Academic progress data is stagnant, and students are struggling with literacy, which impacts their redesignation rates. 9th grade: many students come in unprepared for the rigor of Algebra 1; that's why we need a support class; Algebra is one of the top 3 courses that students fail;

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Priority:	To create and implement a comprehensive Literacy and Math program aligned to the CCSS with a focus on intervention, support services, high quality materials and resources and enrichment. To increase the types of interventions and tutoring support for at risk scholars with an emphasis on social emotional support, mentoring, scaffolding and data collection. To incorporate team data systems so that staff can routinely review, analyze and interpret math data to drive instructional practices.
School Theory of Change:	If Oakland Tech provides effective professional development, intervention resources (via intervention teachers and intervention courses), enhance differentiation, culturally responsive strategies, effective instructional practices and materials to support teaching and learning, at risk African American, Latino and ELL scholars will increase academic growth and decrease gaps in achievement.
Related School Goal:	30% of scholars will increase reading levels by two years Increase the types of math interventions and support by 30% 80% of teachers will use data systems to routinely review, analyze and interpret data to drive instructional practices, identify interventions, and monitor scholar academic growth.
Students to be served by these actions:	*All Students (At risk scholars)*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?

2-1	Use researched based strategies to increase literacy and math skills. Use researched based literacy strategies to increase scholar's reading lexile levels on the SRI. Three Algebra teachers will: a. teach a math support class. b. provide intervention. c. assist other teachers with differentiating instruction.	Provide professional development, comprehensive resources and materials. Provide a TSA to teach a 9th grade pilot intervention class for students reading around two years below grade level. Provide professional development math resources, teacher support and coaching.	Growth on Fall, Winter, Spring SRI and SMI reports, scholar progress reports and work samples.	Increase the number of internships and other work based opportunities students complete High number of students reading below grade level; students need dedicated intervention supports inside and outside of their core classes.
2-2	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	Provide professional development, PLCs, administrative Pathway support and opportunities to augment instructional strategies by observing exemplary team members.	Agendas, observations, Walk-Through data, notes from teamcollaboration meetings, notes from team check in with assigned administrator.	
2-3	Routinely use data during collaboration to identify scholars in need of intervention, support and to identify additional instructional practices.	Provide professional development, PLC support, data review protocols, and ongoing support of culturally responsive pedagogy.	Team meetings notes, agendas, scholar progress reports, SSS data trackers.	
2-4	TSA to provide support to new teachers	Support teacher coach, provide supplies and resources as needed	teacher retention data, teacher satisfaction as reported in CHKS	

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Priority:	To maintain a school environment that is safe, supportive and engaging for all scholars through a COST model that ensures all students receive the needed student supports. To increase student voice in the instructional process through use of culturally responsive teaching pedagogy. Increasing leadership and college and career opportunities for scholars. To increase opportunities for family engagment for all parent subgroups.	
School Theory of Change:	If Oakland Tech increases community school partnerships, all scholars, family and staff will feel welcomed, supported and safe in an enriched climate and culture.	
Related School Goal:	All staff will promote the and implement the goals of the saftey, climate and culture and MTSS plan. 100% of at risk scholars will receive the needed supports through pathways. Teachers and Student Support Specialist will work with "at risk" scholars using the SEL core compentencies. The Climate and Culture team will identify additional opportunities for student leadership, work to increase school spirit. Increase family engagement in site activities, meetings and schoolwide events for parents of color.	
Students to be served by these actions:	*All Students*	

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Review and become familiar with site goals related to climate and culture, saftey and family engagement.	Provide 1-Pager with all goals, increase parent outreach, promote and support creative forms of family engagement.	Family sign-in, website traffic, surveys, attendance data, discipline data,PTSA ELAC, SSC agendas, Listening Campaign data/feedback	

3-2	Identify and implement researched based SEL strategies across content areas.	Provide SEL professional development, SEL resources and materials, meet with teams to support SEL implementation.	Observations, agendas, surveys, meeting notes, purchase orders	
3-3	Implement school wide MTSS strategies.	Assess staff knowledge of MTSS, provide MTSS professionaldevelopment, assist in the design and implementation of school wide MTSS plan.	Walk-Through data, agendas, observations	
3-4	Collabroate with SSSs, RJ and Climate and Culture staff during team meetings, collaboration periods, and/or 1:1 during the day to increase culturally responsive practices.	Provide professional development on culturally responsive pedagogy, opportunities for collaboration, resources and materials.	Observations, Walk - Through data, meeting agendas, surveys, meeting notes	
3-5	Increase methods of family communications (Zoom, Hangouts, FaceTime, etc.)	Increase methods of family communications, create scholar ambassadors for site tours (welcome committee). Include read/receipt for newsletters and other site notifications to families. Use Family Liaison to increase family outreach	Family sign-in, website traffic, surveys, read receipt data.	
3-6	Provide families with site information using a variety of communications, invite families to school wide events and activities.	Family/Community Listening Campaign, promote greater parent outreach by utilizing the skills and voices of engaged parents.	Family sign-in, website traffic, surveys, read receipt data.	

3-7	Work Based Liasion provided to ensure equitable access to work based learning opportunities using a wide variety of methods to increase participation	Provide support and coaching, materials and transportation for fieldtrips, assistance communication and recruiting students for programs	Work Based Learning data, number of completed WBL assignments, Master schedule	
3-8	Consultant contract with a Parent Liason to provide parent education classes, coaching and parent workshops. Parent liason will support students during and after student support team meeting.			Increasing the representation of families of color at schoolwide events

Need to provide Tier 1 intervention supports to families; need additional bandwidth to conduct SST meetings for students; parents need more support to access schoolwide resources to ensure their students are successful; |

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.	
School Priority:	To provide scholars with highly qualified instructors across all content areas.

To provide staff with data driven professional development to increase academic achievement and to provide scholars with sound, 21st Century researched based lessons that will ensure they are college and/or career ready.

To recruit, develop and retain highly qualified staff to implement district and site goals. |
| **School Theory of Change:** | If Oakland Tech provides staff with effective professional development and necessary strategies and systems for growth, all scholars, families and staff will benefit from optimal community services. |

Related School Goal:	80% of teachers will use effective lessons aligned with CCSS and that meet diverse scholar needs. 80% of teachers will participate in professional development and implement the identified instructional strategies that are based on site data, scholar needs and 21st Century teaching standards. 100% of new and struggling staff will participate in mentoring and/or receive coaching and professional development.			
Students to be served by these actions:	*All Students*			

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Use data, identify and implement rigorous, researched based strategies, increase scholar engagement and implement the use of differentiated instruction	Use data from walk-throughs and lesson plans to determine alignment to CCSS, provide professional development, scholar work samples.	Data, observations, Walk - Through data, meeting agendas, surveys, meeting notes.	
4-2	Analyze and assess the rigor in lessons and student work using team/department collaboration.	Use data from Walk-Throughs and lesson plans to determine alignment to CCSS, provide professional development, scholar work samples.	Data, observations, Walk - Through data, meeting agendas, surveys, meeting notes.	
4-3	Participate in professional development, team collaborations and implement identified strategies based on data and site needs.	Redesign recruitment tools, increase new teacher mentoring support and increase professional development to support new teacher development.	Data, observations, Walk - Through data, meeting agendas, surveys, meeting notes.	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

School Priority:	To increase ELL scholars development of English fluency. To increase ELL scholars classroom engagement and academic language development. To increase ELL scholars access to grade level core content subject matter. To increase culturally responsive pedagogy.
School Theory of Change:	If Oakland Tech provides teachers with professional development, resources and materials to enhance differentiation, culturally responsive strateggies and effective instructional practices, ELL, (including designated integrated ELD) scholars will increase English fluency and academic language development.
Related Goal(s):	80% of ELL scholars will receive instruction in reading, speaking and writing to increase English fluency and improve reclassification rates for our ELLs and Ltels. 80% of ELL scholars will actively participate and engage in core content subject lessons and activiites and increase academic language. 80% of ELL scholars will receive instructional support in all content subject areas. 80% of teachers will receive professional development on culturally responsive pedagogy.
Students to be served by these actions:	*English Language Learners*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	Use data to identify ELL scholar's compentency levels and develop and implement lessons aligned to CCSS and content language objectives that incorporate reading, speaking, and/or listening to meet the individual needs of ELL scholars.	Provide Professional Develeopment in data analysis, CCS, ELL Language Compentencies and curriculum integration, Provide data (data links), collaboration time and resources.	PD agendas, Walk-Through data classroom observations, scholar samples, assessment data.	

5-2	Use the components of academic discussions, engagement strategies (think, pair, share, etc.) to increase language development.	Provide academic discussion professional development, materials and resources.	Walk-Through data, observations, scholar work samples, assessment data.	
5-3	Use scholar's learning styles, multiple intelligences, and/or RIASEC data to create and implement differentiated lessons/units, which include cooperative and collaborative learning.	Provide materials, resources and models to support the creation of differentiated lessons/units.	Walk-Through data, observations, scholar work samples, assessment data.	
5-4	Use culturally responsive teaching strategies aligned to grade-level standards in all content areas to increase scholars self efficacy and decrease academic gaps.	Provide culturally responsive professional development, resources and materials.	Walk-Through data, observations, scholar work samples, assessment data.	
5-5	ELD teacher to provide differentiated instruction and coaching to all staff	Provide materials, resources and models to support the creation of differentiated lessons/units.	ELPAC data, Master schedule,	Engagement of at risk youth and families English Learners are not performing well. Academic progress data is stagnant, and students are struggling with literacy, which impacts their redesignation rates.

PROPOSED 2020-21 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 ACTION	BUDGET ACTION NUMBER
Afterschool program	$214,856	21st Century Community Learning Centers	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	305-1
FADA -Pathway Co-Director Prep	$21,432	California Partnership Academy	1105	Certificated Teachers' Salaries	2465	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Participate in professional development, team collaborations and implement identified strategies based on data and site needs.	305-2
FADA Co-Director Prep	$21,251	California Partnership Academy	1105	Certificated Teachers' Salaries	1834	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Participate in professional development, team collaborations and implement identified strategies based on data and site needs.	305-3
Computer Pathway Co-Director Prep	$22,718	California Partnership Academy	1105	Certificated Teachers' Salaries	4185	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Participate in professional development, team collaborations and implement identified strategies based on data and site needs.	305-4
Health Academy Director prep	$24,161	California Partnership Academy	1105	Certificated Teachers' Salaries	2204	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Participate in professional development, team collaborations and implement identified strategies based on data and site needs.	305-5
Computer Pathway Co-Director Prep	$27,528	California Partnership Academy	1105	Certificated Teachers' Salaries	772	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Participate in professional development, team collaborations and implement identified strategies based on data and site needs.	305-6
unallocated	$40,581	California Partnership Academy	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-7

Athletic director salary	$17,644	General Purpose Discretionary	1105	Certificated Teachers' Salaries	1492	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Provide families with site information using a variety of communications, invite families to school wide events and activities.	305-8
English teacher salary	$36,926	General Purpose Discretionary	1105	Certificated Teachers' Salaries	2732	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use researched based strategies to increase literacy and math skills. Use researched based literacy strategies to increase scholar's reading lexile levels on the SRI. Three Algebra teachers will: a. teach a math support class. b. provide intervention. c. assist other teachers with differentiating instruction.	305-9
Lifeguard salary	$26,832	General Purpose Discretionary	2205	Classified Support Salaries	3937	Lifeguard	0.60	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Support teacher coach, provide supplies and resources as needed	305-10
English teacher salary	$44,211	General Purpose Discretionary	1105	Certificated Teachers' Salaries	4199	Teacher, Structured English Immersion	0.60	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use researched based strategies to increase literacy and math skills. Use researched based literacy strategies to increase scholar's reading lexile levels on the SRI. Three Algebra teachers will: a. teach a math support class. b. provide intervention. c. assist other teachers with differentiating instruction.	305-11
9th grade Pathway English teacher salary	$12,946	General Purpose Discretionary	1105	Certificated Teachers' Salaries	4245	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Routinely use data during collaboration to identify areas to increase rigor, scholar engagement, and instructional practices to ensure all scholars including, African Americans, Latino, and ELL are on track for college and career.	305-12
9th grade Pathway- Biology teacher salary	$16,664	General Purpose Discretionary	1105	Certificated Teachers' Salaries	4584	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Routinely use data during collaboration to identify areas to increase rigor, scholar engagement, and instructional practices to ensure all scholars including, African Americans, Latino, and ELL are on track for college and career.	305-13

Supplies	$37,575	General Purpose Discretionary	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use data, identify and implement rigorous, researched based strategies, increase scholar engagement and implement the use of differentiated instruction	305-14
Spanish teacher salary	$49,353	LCFF Supplemental	1105	Certificated Teachers' Salaries	1274	Teacher, Structured English Immersion	0.60	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Routinely use data during collaboration to identify areas to increase rigor, scholar engagement, and instructional practices to ensure all scholars including, African Americans, Latino, and ELL are on track for college and career.	305-15
9th grade Pathway English teacher salary	$14,635	LCFF Supplemental	1105	Certificated Teachers' Salaries	1498	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Routinely use data during collaboration to identify scholars in need of intervention, support and to identify additional instructional practices.	305-16
History teacher salary	$26,566	LCFF Supplemental	1105	Certificated Teachers' Salaries	1835	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	305-17
9th grade Pathway English teacher salary	$16,183	LCFF Supplemental	1105	Certificated Teachers' Salaries	2658	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Routinely use data during collaboration to identify areas to increase rigor, scholar engagement, and instructional practices to ensure all scholars including, African Americans, Latino, and ELL are on track for college and career.	305-18
English teacher salary	$18,463	LCFF Supplemental	1105	Certificated Teachers' Salaries	2732	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Identify and implement researched based SEL strategies across content areas.	305-19
9th grade pathway teacher salary	$22,390	LCFF Supplemental	1105	Certificated Teachers' Salaries	3016	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	305-20
Teacher salary	$42,863	LCFF Supplemental	1105	Certificated Teachers' Salaries	3041	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Identify and implement researched based SEL strategies across content areas.	305-21

RPL teacher salary	$32,846	LCFF Supplemental	1105	Certificated Teachers' Salaries	3569	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-22
Teacher salary	$56,296	LCFF Supplemental	1105	Certificated Teachers' Salaries	3573	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use data to identify ELL scholar's compentency levels and develop and implement lessons aligned to CCSS and content language objectives that incorporate reading, speaking, and/or listening to meet the individual needs of ELL scholars.	305-23
Engineering teacher salary	$43,957	LCFF Supplemental	1105	Certificated Teachers' Salaries	3662	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	305-24
PE Teacher salary	$73,685	LCFF Supplemental	1105	Certificated Teachers' Salaries	3927	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Use scholar's learning styles, multiple intelligences, and/or RIASEC data to create and implement differentiated lessons/units, which include cooperative and collaborative learning.	305-25
Lifeguard salary	$11,180	LCFF Supplemental	2205	Classified Support Salaries	3937	Lifeguard	0.20	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	305-26
Engineering teacher salary	$42,961	LCFF Supplemental	1105	Certificated Teachers' Salaries	4222	Teacher, Structured English Immersion	0.50	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-27
9th grade teacher salary	$73,265	LCFF Supplemental	1105	Certificated Teachers' Salaries	4372	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	305-28
Physics teacher salary	$77,904	LCFF Supplemental	1105	Certificated Teachers' Salaries	4615	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use researched based strategies during professional development, create and implement effective lesson plans, increase rigor using tenents of PBL.	305-29

English teacher salary	$44,300	LCFF Supplemental	1105	Certificated Teachers' Salaries	4687	Teacher Department Head	0.40	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use data, identify and implement rigorous, researched based strategies, increase scholar engagement and implement the use of differentiated instruction	305-30
Chemistry teacher salary	$17,884	LCFF Supplemental	1105	Certificated Teachers' Salaries	4907	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	305-31
Computer teacher salary	$118,402	LCFF Supplemental	1105	Certificated Teachers' Salaries	556	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	305-32
Textbooks	$921	LCFF Supplemental	4100	Textbooks	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Use scholar's learning styles, multiple intelligences, and/or RIASEC data to create and implement differentiated lessons/units, which include cooperative and collaborative learning.	305-33
School supplies	$20,000	LCFF Supplemental	4300	Materials & Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Increase methods of family communications, create scholar ambassadors for site tours (welcome committee). Include read/receipt for newsletters and other site notifications to families. Use Family Liaison to increase family outreach	305-34
School supplies	$2,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Collabroate with SSSs, RJ and Climate and Culture staff during team meetings, collaboration periods, and/or 1:1 during the day to increase culturally responsive practices.	305-35
Paper	$12,540	LCFF Supplemental	4350	Paper	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Increase methods of family communications (Zoom, Hangouts, FaceTime, etc.)	305-36
TSA to improve teacher practive	$78,234	Low-Performing Students Block Grant	1119	Certificated Teachers on Special Assignment Salaries	7377	11-Month Classroom TSA	0.60	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Support teacher coach, provide supplies and resources as needed	305-37

Teacher salary	$2,014	Low-Performing Students Block Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Use researched based strategies during professional development, create and implement effective lesson plans, increase rigor using tenents of PBL.	305-38
Teacher salary	$1,260	Low-Performing Students Block Grant	1222	Certificated Pupil Support Salaries: Extra Compensation	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Use data, identify and implement rigorous, researched based strategies, increase scholar engagement and implement the use of differentiated instruction	305-39
supplies	$6	Low-Performing Students Block Grant	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Identify and implement a variety of intervention strategies that meet the various learning styles and multiple intelligences of scholars.	305-40
Engineering teacher salary	$17,583	Measure N	1105	Certificated Teachers' Salaries	3662	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-41
RPL Teacher salary	$32,846	Measure N	1105	Certificated Teachers' Salaries	3569	Teacher, Structured English Immersion	0.40	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-42
Computer academp teacher salary	$58,948	Measure N	1105	Certificated Teachers' Salaries	6194	Teacher, Structured English Immersion	0.80	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-43
Computer Academy teacher salary	$90,874	Measure N	1105	Certificated Teachers' Salaries	4185	Teacher, Structured English Immersion	0.80	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-44
FADA teacher salary	$90,535	Measure N	1105	Certificated Teachers' Salaries	2527	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-45

FADA teacher salary	$113,592	Measure N	1105	Certificated Teachers' Salaries	1482	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-46
9th grade counselor salary	$105,834	Measure N	1205	Certificated Pupil Support Salaries	3264	Counselor	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide families with site information using a variety of communications, invite families to school wide events and activities.	305-47
9th grade counselor salary	$95,991	Measure N	1205	Certificated Pupil Support Salaries	4824	Counselor	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Provide families with site information using a variety of communications, invite families to school wide events and activities.	305-48
CCRS	$108,058	Measure N	2205	Classified Support Salaries	6452	Specialist, College/Career Readiness	1.00	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Collaborate with the WBL Coordinator and SSSs to identify scholars to participate in Dual and/or Concurrent Enrollment. Provide greater opportunities for WBL by incorporating district approved online resources such as World of Work (WOW) and Nepris and incrase Internship opportunities.	305-49
unallocated	$578,717	Measure N	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-50
Pathway Assistant principal	$132,164	Measure N	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6277	Assistant Principal, High School	1.00	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Provide professional development, PLCs, administrative Pathway support and opportunities to augment instructional strategies by observing exemplary team members.	305-51
Pathway Coach	$133,760	Measure N	2305	Classified Supervisors' and Administrators' Salaries	1292	Coach College/Career Pathways	0.50	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	Use researched based strategies during professional development, create and implement effective lesson plans, increase rigor using tenents of PBL.	305-52

WBL	$116,576	Measure N	2205	Classified Support Salaries	3018	Site Liaison, Work-Based Learning	1.00	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Collaborate with the WBL Coordinator and SSSs to identify scholars to participate in Dual and/or Concurrent Enrollment. Provide greater opportunities for WBL by incorporating district approved online resources such as World of Work (WOW) and Nepris and incrase Internship opportunities.	305-53
Unallocated	$81,000	California Partnership Academy	4399	Unallocated	n/a	n/a	n/a	Draft LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Develop PBL units that incorporate scholar choice and voice. Include Blooms and/or Webbs DOK in lesson/unit creation. Work collaboratively to align units/lesson vertically.	305-54
Math teacher salary	$20,027	Title I: Basic	1105	Certificated Teachers' Salaries	353	Teacher Department Head	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Offer three Algebra Support classes for 9th graders in Algebra 1 to support pass rates	305-55
Math teacher salary	$19,808	Title I: Basic	1105	Certificated Teachers' Salaries	3302	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Offer three Algebra Support classes for 9th graders in Algebra 1 to support pass rates	305-56
Math teacher salary	$19,066	Title I: Basic	1105	Certificated Teachers' Salaries	2	Teacher, Structured English Immersion	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Offer three Algebra Support classes for 9th graders in Algebra 1 to support pass rates	305-57
ELD Teacher salary	$116,736	Title I: Basic	1105	Certificated Teachers' Salaries	1428	Teacher, Structured English Immersion	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELD teacher to provide differentiated instruction and coaching to all staff	305-58
TSA to provide reading intervention	$127,770	Title I: Basic	1119	Certificated Teachers on Special Assignment Salaries	4557	11-Month Classroom TSA	1.00	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Provide professional development, comprehensive resources and materials. Provide a TSA to teach a 9th grade pilot intervention class for students reading around two years below grade level. Provide professional development math resources, teacher support and coaching.	305-59

Parent Liason	$7,472	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Use data to identify ELL scholar's compentency levels and develop and implement lessons aligned to CCSS and content language objectivies that incorporate reading, speaking, and/or listening to meet the individual needs of ELL scholars.	305-60
Parent Liason	$45,225	Title I: Basic	5825	Consultants	n/a	n/a	n/a	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	Routinely use data during collaboration to identify areas to increase rigor, scholar engagement, and instructional practices to ensure all scholars including, African Americans, Latino, and ELL are on track for college and career.	305-61

Title I School Parental Involvement Policy: 2019-2020

Oakland Technical High School
4351 Broadway
Oakland, CA 94611
(510) 879-3050

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

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

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

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

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

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

Building Parent Capacity for Involvement

1) *Oakland Technical High School* will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
   - Invitation to parents in Chinese, Spanish, Vietnamese, and English
   - PTSA (Parent Teacher Student Association) announcement and invitation
   - Regular Announcements to students over the school intercom
   - School Bulletin
   - OUSD Parent Signature of Parent Guide Book
   - Oakland Technical High School Handbook
   - The student newspaper
   - The school's outdoor marquee
   - Remind text app

   [handwritten: AERIES EMAIL Portal]

2) *Oakland Technical High School* will take the following actions to distribute to parents of participating children and the local community, the School Parental Involvement Policy:
   - Posting in the school office, classroom, library, and Family Resource Center

- School website
- Bulldog Bytes (School Newsletter)
- PTSA (Parent Teacher Student Association) Yahoo e-mail group
- Fliers
- School Mailings

3) **Oakland Technical High School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. These groups will complete the periodic reviews and suggest updates, and the CSSC will approve the updated policy:
- CSSC (Collaborative School Site Council) agenda every year for review
- ELAC (English Language Advisory Committee) agenda every year for review
- PTSA (Parent Teacher Student Association)
- AASAP (African American Student Action Planners)
- Student Council
- Faculty Council

4) **Annual Title I Meeting. Oakland Technical High School** will convene an annual meeting to inform parents of the following:
- That the school participates in the Title 1 Program
- How the school implements the Title I Program
- The requirements of the Title 1 Program
- The parents' right to be involved
- The parents' right to participate in the development of the District's Title 1 Plan

5) **Oakland Technical High School** will provide information about Title 1 programs to parents of participating children in a timely manner:
- The information will be provided using the procedures described in Part 2, #2, above.
- Information about the Annual Title I Meeting will be provided to all members of the community.
- An announcement about the Annual Title I Meeting will be sent to all parents/guardians using the district's School Messenger service.
  - Annual Title I Meeting
  - CSSC (Collaborative School Site Council) meetings
  - AASAP Meeetings

6) **Oakland Technical High School** will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure students' progress, and the proficiency levels students are expected to meet:
- High School Course Descriptions
- Back to School Night
- Grade Transition Nights

7) **Oakland Technical High School** provides support, during regular meetings, for parental activities requested by Title I Program parents.
- Opportunity to request items in advance to include on meeting agenda

8) **Oakland Technical High School** will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:
- Back to School Night
- Teacher Conferences
- Teacher Syllabi
- Oakland Technical High School Handbook

3) The school will, with the assistance of the district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parent involvement, by:
   - Providing information to parents on district trainings and information student improvements
   - College Nights

4) The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parents programs and build ties between parents and school, by:
   - Staff Retreats
   - Staff Professional Developments
   - Staff Professional Learning Communities

5) The school will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, and public pre-school and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
   - College Nights
   - Back to School Nights
   - Information Nights
   - PTSA (Parent Teacher Student Association) to organize and facilitate activities

6) The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parents-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language that parents can understand:
   - Posting information in Chinese, Spanish, Vietnamese, and English visible for parents in the school offices and classrooms and the school website
   - Sending vital information home in Chinese, Spanish, Vietnamese, and English

Accessibility

The school will, to the extent feasible and appropriate, provide opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand:
   - Provide bilingual liaisons in at least Spanish and Chinese to inform and encourage parents to participate in school activities and decisions.
   - Provide accessibility aids, equipment, and architecture to the extent practicable.

Part 4. Adoption

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

October 16, 2018, Parental Involvement Policy PowerPoint Presentations by Principal Morrison; subsequent Annual Title I Meeting minutes for 2014, 2015, 2016, 2017.

This policy was adopted by the Oakland Technical High School Collaborative School Site Council on October 16, 2018.

Revision History: March 12, 2007; October 6, 2008; February 1, 2010; March 31, 2010; November 1, 2010; ratified without revision, November 7, 2011. Current policy to remained in force through November 2014. October 2015. October 2016. September 2017.

The school will distribute this policy to all parents of participating Title 1. Part A. children. It will be made available to the local community. Oakland Technical High School notification to parent of the

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

School-Parent Compact

Oakland Technical High School

2019-20

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 2019-20 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.**
   - Communicate high expectations for every student.
   - Endeavor to motivate every student to learn.
   - Communicate regularly with families.

2) **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.**
   - Student Success Team Meetings
   - Student led IEP meetings
   - School Site Council Establishment Meeting <u>date: October 15, 2019.</u>

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.**

   - Student Success Team Meetings
   - Parent Workshops
   - Parent Teacher Student Association meetings
   - School Site Council Establishment Meeting <u>date: October 15, 2019.</u>

4) **Provide parents reasonable access to staff.**
   - Parents will meet staff during the Back to School Night.
   - Receive a letter with students Counselor and Pathway director's contact information.
   - Meet with their Pathway team and counselor to review academic progress

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.**

- All parents will be invited to Back to School Night.
- All parents are invited to multiple school presentations and workshops.
- School Community Meetings with translation services provided.

6) **Provide parents with materials and training to help them improve the academic achievement of their children.**

- Families will have the opportunity to hold conferences with teachers, Administration and counselors to address all concerns.
- Families are provided information about their child's progress and how to help them improve their grades during Student Success Team meetings.
- Educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners.

7) **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.**

- Oakland Tech will hold meetings where translation is provided.
- Students Led Conferences will have translation services.
- Home mailings will be sent in languages accessible to our community.

Teacher Responsibilities

- We agree to notify parents or guardians promptly when attendance or academic problems arise for their students.
- We agree to provide reports on student progress no less than three times each semester.
- We agree to provide reasonable access to staff and appropriate orientation and opportunities for parents who wish to volunteer, participate, or observe in their students' classrooms.
- We agree to follow the Pillars of Oakland Tech and school policies and show respect for every person at the school.

Parent Responsibilities

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

- Accept responsibility for supporting our students' learning.
- We agree to monitor our students' attendance and assure attendance is maximized.
- We agree to monitor the study environment at home and assure that our students have at least 3 hours in a quiet environment to do homework each day.
- We agree to monitor the time our students spend with television or other electronic entertainment.

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

Student Responsibilities

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

This Compact was adopted by theOakland Technical High School on October 15, 2019, and will be in effect for the period of August 12, 2019 to May 28, 2020.

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 November 1, 2019.

Signature of Principal

Date 10/16/19

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2019-20
School Site Council Membership Roster – Secondary

School Name: Oakland Technical High School

Chairperson :	Benjamin Salop
Vice Chairperson:	Denise Holladay
Secretary:	Tandra Debose

Place "X" in Appropriate Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student
Staci Ross-Morrison	X				
Steven Raser		X			
Deborah Green		X			
Denise Holladay		X			
Errico Bachicha		X			
Janet Clachar			X		
Tandra DeBose				X	
Saran Russell				X	
Jesus Portillo				X	
Benjamin Salop					X
Ethan Sue					X
Natalie Gallegos					X

Meeting Schedule (day/month/time)	Third Tuesday of every month at 5:30 pm

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. **High School SSCs MUST have student members; and**

5. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members *(middle schools only)*
OR
5 Parents/Community Members/Students
(middle or high schools)