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Board Cover Memorandum

To Board of Education

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

Meeting Date August 14, 2024

Subject 2024-2025 School Plan for Student Achievement (SPSA) for Oakland Technical High School

Ask of the Board Approval by the Board of Education of the 2024-2025 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)

- 2024-2025 School Plan for Student Achievement (SPSA) for Oakland Technical High School

2024-25 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 | <input checked="" type="checkbox"/> 21st Century Community Learning Centers |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program (ASES) | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input checked="" type="checkbox"/> Title IV Student Support & Academic Enrichment |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental | <input type="checkbox"/> |

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:

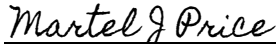

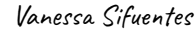

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 6500.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes 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: 5/14/2024

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

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

Signatures:

Martel Price <hr style="border: 0; border-top: 1px solid black;"/> <i>Principal</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/14/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Courtney Marshall Turk <hr style="border: 0; border-top: 1px solid black;"/> <i>SSC Chairperson</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/14/24 <hr style="border: 0; border-top: 1px solid black;"/> Date
Vanessa Sifuentes <hr style="border: 0; border-top: 1px solid black;"/> <i>Network Superintendent</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 05/20/2024 <hr style="border: 0; border-top: 1px solid black;"/> Date
Lisa Spielman <hr style="border: 0; border-top: 1px solid black;"/> <i>Director, Strategic Resource Planning</i>	 <hr style="border: 0; border-top: 1px solid black;"/> Signature	<hr style="border: 0; border-top: 1px solid black;"/> 5/20/24 <hr style="border: 0; border-top: 1px solid black;"/> Date



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

2024-25 School Plan for Student Achievement (SPSA)

School: Oakland Technical High School
CDS Code: 1612590136051
Principal: Martel Price
Date of this revision: 5/14/2024

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: Martel Price	Position: Principal
Address: 4351 Broadway Oakland, CA 94611	Telephone: 510-450-5400 Email: martel.price@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/14/2024

The District Governing Board approved this revision of the SPSA on: 8/14/2024

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Benjamin "Sam" Davis, Board President

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/12/2023	SSC	Shared rationale and overview of site plan. Discussed the data that was part of Needs Assessment
1/9/2024	SSC	Started Annual SPSA Review of expenditures from 23-24
1/22/2024	Admin Staff, Pathway Coach, TSA's	Shared/Discuss the SPSA with the Admin team and outlined a plan for completion
1/23/2024	SSC	Continued discussion of SPSA Review; Started discussion of possible expenditures for 24-25
1/30/2023	Admin Staff, Pathway Coach, TSA's	Collaborated around all parts of the SPSA Parts 1-4
2/6/2024	SSC	SSC discussion of possible 24-25 expenditures and approval of expenditures for 24-25
2/13/2023	Admin Staff, Pathway Coach, TSA's	Collaborated around all parts of the SPSA Parts 1-4

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.

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.

2024-25 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$703,621.00
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	\$3,337,486.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$439,920	LCFF Discretionary (General Purpose Discretionary #0000)	\$141,680
Title I, Part A Parent & Family Engagement (Title I #3010)	\$12,220	LCFF Supplemental (LCFF Supplemental #0002)	\$741,150
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$220,931	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$30,550	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$276,285
		Measure H (Measure H #9339)	\$1,474,750
		Measure G1 (Measure G1 #9332)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$703,621		\$2,633,865

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$3,337,486.00
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2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Oakland Technical High School		School ID: 305
CDS Code: 1612590136051	SSC Approval Date: 5/14/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)

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?

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
52.4%	27.0%	21.4%	0.1%	22.4%	14.4%	60.1%	7.7%	5.4%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
47.1%	10.0%	15.5%	1.0%	0.1%	0.2%	57.4%	1.1%	88.1%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.
Identified School Need:	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	-28.7	not available until fall 2024	not available until fall 2025	-20.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	0.4%	not available until fall 2024	not available until fall 2025	1.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	-100.1	not available until fall 2024	not available until fall 2025	-50.0
California Science Test (CAST) Standard Met or Exceeded	All Students		not available until fall 2024	not available until fall 2025	10.0

Graduation Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Year Cohort Graduation Rate	All Students	90.8%	not available until fall 2024	not available until fall 2025	91.0%
On Track to Graduate: 9th Grade	All Students	76.4%	not available until fall 2024	not available until fall 2025	80.0%
On Track to Graduate: 11th Grade	All Students	71.6%	not available until fall 2024	not available until fall 2025	75.0%

A-G Completion	All Students	79.8%	not available until fall 2024	not available until fall 2025	82.0%
College/Career Readiness	All Students	63.0%	not available until fall 2024	not available until fall 2025	67.0%

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

School Goal:	By June 2025, the percentage of African American students scoring proficient in Reading will increase by 10% as measured by reading assessment (RI or i-Ready)
Identified School Need:	<p>A high percentage of African American students engage in physical altercations and they need spaces where they can learn how to peacefully navigate conflict</p> <ul style="list-style-type: none"> -Our LTEL students have limited literacy skills -Monthly reviews of coming-due IEPs need to happen because we have a large number of past due IEPs - Special Educators must complete IEPs on time and comprehensively, yet we maintain a high number of past due IEPs - English Learners need to successfully reclassify, but our reclassification rates have been low over the years

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-64.4	not available until fall 2024	not available until fall 2025	-50.0
SBAC ELA Distance from Standard Met	African American Students	-87.1	not available until fall 2024	not available until fall 2025	-60.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	2.1%	not available until fall 2024	not available until fall 2025	1.5%
SBAC Math Distance from Standard Met	Special Education Students	-129.7	not available until fall 2024	not available until fall 2025	-120.0
SBAC Math Distance from Standard Met	African American Students	-177.9	not available until fall 2024	not available until fall 2025	-150.0

Reclassification Measures & Targets <i>*Complete Part 1 of ELD Reflection</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	20.6%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	24.5%	not available until fall 2024	not available until fall 2025	30.0%

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

School Goal:	By the end of the 2024-25 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 2.3%, from 4.8% to 2.5%.				
Identified School Need:	<ul style="list-style-type: none"> -Students are coming to school but they do not stay in their assigned class during instructional time -Support behavior intervention plans (BIPs) are not implemented with fidelity - Increase/redevelop PBIS around poistive attendance 				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School <small>*2021-22 baseline data</small>	All Students	n/a	not available until fall 2024	not available until fall 2025	70.0%
Out-of-School Suspensions	All Students	3.0%	not available until fall 2024	not available until fall 2025	2.50%
Out-of-School Suspensions	African American Students	7.6%	not available until fall 2024	not available until fall 2025	5.0%
Out-of-School Suspensions	Special Education Students	6.8%	not available until fall 2024	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	55.2%	not available until fall 2024	not available until fall 2025	40.0%
Chronic Absenteeism	African American Students	68.2%	not available until fall 2024	not available until fall 2025	50.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
School Goal:	By May 2025, Staff attendance will improve by 10% as measured by Frontline absence reporting.				
Identified School Need:	<ul style="list-style-type: none"> - Celebrate staff - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year - Increase the number/percent of early career teachers who make timely progress toward a clear California credential - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building 				
Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	84.1%	not available until fall 2024	not available until fall 2025	85.0%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by:</i></p> <p><i>Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment</i></p> <p><i>Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</i></p>	<p><i>In 22-23, almost 80% of our students graduated A-G eligible. Of that 80%, 55% of its students enroll in a 4 year insitution immediately after graduating; Another 15% enrolled immediately in 2 year instituions. Additionally data shows that 76% of our 9th graders are on track to graduate; While this number falls to 71% during the 11th grader year, the A-G data shows that our block schedule is allowing studenst to remediate those grades that maybe putting them in "off track" status.</i></p>

<p><i>LCAP Goal 2:</i></p>	<p><i>By June 2025, the percentage of African American students scoring proficient in Reading will increase by 10% as measured by reading assessment (RI or i-Ready)</i></p>	<p><i>Oakland Tech has 3 sections of AAMA to serve at promise Black make students; Oakland Tech has threee sections of AAFE; In addition to these sections, Oakland Tech has added a Dual Enrollment courses specifically targeted to serve this student population. The AAMA instructor also acts as a Case Manager with 12th grade student in his clases as well as those that do not have a college access partner to ensure that they apply for Community College, a CSU, and or a UC if eligible. Oakland Tech also offers three sections of LAMA to serve at promise Brown students. The LAMA instructor also acts as a Case Manager with 10th-12th grade students in his clases as well as those that do not have a college access partner to ensure that they know that they have a resource that will advocate for them on the campus with the goal beiong that the LAMA will also ensure that students he encounters apply for Community College, a CSU, and or a UC if eligible. Our Coordination of Services Team continues to provide support our black and brown students academically, socially and emotionally by ensuring that any referrals support students needs in the form of tutoring, peer mentoring, mental health services, etc.. Our Parent Engagement Specialist organizes over 100 SSTs during the course of the year to bring teachres, students, and families together to support struggling students as well leading PARENT Workshops during Black Family Summitt events that are held 2-3 times a year. Our counsleors have been holding Cafecito con las Consejeras and Noche de FAmilia nights this year as a means of engaging our brown families as well.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>By the end of the 2024-25 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 2.3%, from 4.8% to 2.5%.</i></p>	<p><i>Oakland Tech has 10 Dual Enrollment classes that can be taken within the 7 period daily schedule to serve the academic needs of our students who are thinikng about college. Oakland Tech also has a Work Based Learning Coordinator who targets studentst that have not compeleted their A-G options fully and maybe in search of a trade or job program. Oaland Tech has over 20 Sports programs that serve the varied interests of our students body from Football, to Badminton, to Rowing and more. Oakland Tech also has over 50 active student clubs whihc allow students to find their community/themselves while attending.</i></p>

LCAP Goal 4:	<i>By May 2025, Staff attendance will improve by 10% as measured by Frontline absence reporting.</i>	<i>The 9th grade pathway along with the Computer,Health, and Fashion Academies all have functioning pathway structures that allow for each group to shared best prvactices, hold intervention meetings, and to collaboarte on curriculum accorss subject matters. Our Instructional Lead Team is a strength that continues to be developed as a levrerr to promote and support teacher reflection and capacity among our teaching staff. Our fous on Student To Student talk has created enabling conditions for teachers to talk bout thier dilemmas in trying to support the focus.</i>
Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments.</i>	<i>Oakland Tech's focal students still lag behind their white and Asian peers; Only 35% of Black and Latinx students attended a 4 year instttution safter graduation , whereas 66% of white studenst and 75% of Asian studenst attended. Additionally the D and F rates among those student populations also mirrors this problem as the D and F rate sits at about 25% overall; However among Blacks students have a higher proportion of Ds and Fs at 43% while Latinx studenst do as well at 30%. In comparison, White and Asian students at 10% and 15% respectively. As a result, while the A-G completion rate sits at 79.5% overall at Oakland Tech, African American A-G completion rates are still behind their peers at a 65% competion rate and Latinx students come in at 75.5%. The other subgroups are each closer to 90%. ; To address this challenge, we are hiring one 3 FTE teaching positions to meet the needs of our focal students. We are also hiring a 1.0 FTE Counsleor to lower counselor caseload ratios and provide academic college and career counseling servics to the students in our community. We are also allocating ,5 to hire a Latino Male Achievemnt instructor and another.5 to hire an AAMA instructor. Lastly we will be hiring a 1.0 FTE to hold a 9th grade English/Ethnic Studies position.</i>

<p><i>LCAP Goal 2:</i></p>	<p><i>By June 2025, the percentage of African American students scoring proficient in Reading will increase by 10% as measured by reading assessment (RI or i-Ready)</i></p>	<p><i>Oakland Tech still struggles with attendance interventions related to our chorincally absent black and brown students. We do not have a Parent Liasion that can speak Spanish fluently to reachout on behalf to connect with families whose first language is not English. Our Black and brown students/families dont seek out SpED services on the same level as our affluent families whihc means we must do a better job of doing so ourselves. We don't have a robust alternative suspension program and our Peer Restorative Justice program has been slow to start chronically. We need to ensure our Peer Mentor program ins up and running to support at risk incoomung 9th graders as well. To address this challenge, we are hiring 1.0 FTE teaching positions to meet the needs of our focal students in AAMA/LAMA courses. We are also hiring a 1.0 FTE Counsleor to lower counselor caseload ratios and provide academic college and career counseling services to the students in our community. Title I Parent funds will be utilized to compensate for Extended Contracts for Translation Services during Family Meetings and to hire a consultant (vendor) to act as a Parent Family Liaison. The liaison will organize Student Success Team (SST) meetings and workshops for parents. The School Site Council will decide Fall 2024 to utilize Unallocated Title I - Parent funds to enhance these efforts.</i></p>
<p><i>LCAP Goal 3:</i></p>	<p><i>By the end of the 2024-25 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 2.3%, from 4.8% to 2.5%.</i></p>	<p><i>Oakland Tech draws more than half of its student body from outside of its traditional boundaries. Our Performing and Arts program is languishing due to the fact that it lacks continuity among students because we do not have a VAPA inspired academy. Our afterschool progarm struggles to get a viable number of students in the afternoons; We'll utilize Title I Student funding to employ 2.3 FTE (equivalent to 4 teachers) and hire a 1.0 FTE counselor, along with a consultant (contractor) dedicated to supporting our focal student populations. This initiative aims to foster an environment conducive to enhanced academic success, fostering student engagement, connection, and participation in both extracurricular and curricular activities. The School Site Council will decide Fall 2024 to utilize Unallocated Title I - Student funds to enhance these efforts.</i></p>
<p><i>LCAP Goal 4:</i></p>	<p><i>By May 2025, Staff attendance will improve by 10% as measured by Frontline absence reporting.</i></p>	<p><i>RPL and Engineering do not have fully functioning pathway teams that can be cohorted through Math, English and History without being double tagged and attached to another TOR that is associated with another academy.</i></p>

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Oakland Technical High School

SPSA Year Reviewed: 2023-24

SPSA Link: [2023-24 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. 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.

The funds used for our Parent Liaison /"Consultant" are very well spent as we hold over 100 SSTs per year to support students that are struggling; The funds for the Algebra 1 course are well spent as well as our Algebra 1 course has the lowest D/F rates at the school among core subject matter; The funds used on the TSA are also used well as the position provides an extra layer of support and communication to our student and families about college access information and events. The funds for the ELD instructor support a small ELD program that needs to be reevaluated. The funds for translation services support Spanish speaking families that come in for SSTs, 504s and those attend SSC meetings with our SELLS subcommittee.

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.

We will be reallocating these funds to serve more of our focal student population. As a result, we will be using the funds to support our AAMA and LAMA programming at Oakland Tech.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
ET/OT: Translation	Student Connectedness to School	Provides translation services at SSTs, SSC meetings and parent teacher conferences as needed during the school year;	Encourages Spanish speaking families to reach out to the school for assistance; Encourages Spanish speaking families to attend SSC meetings.	Continue; Effective & essential
Consultant	A-G Completion	SSTs, 1:1 meetings with parents/students, parent engagement workshops, Participates on Black Family Summit committee	Holds over 100 SSTs each year formally and many more informally; Provides guidance to struggling families from all backgrounds when it comes to dealing with teenagers; Cannot speak Spanish independently which produces a need for translation services	Continue; Effective & essential
Teacher, Structured English Immersion	SBAC Math Distance from Standard Met	Algebra 1 instructor; Member of a 9th grade House team	Assists with keeping Algebra 1 class sizes smaller; Allows for Math teacher to join a house team to support/intervene on behalf of students as needed.	Discontinue; Reallocating funds to support other programming; Will find funds to support this work elsewhere,.
Teacher, Structured English Immersion	SBAC Math Distance from Standard Met	Algebra 1 instructor; Member of a 9th grade House team	Assists with keeping Algebra 1 class sizes smaller; Allows for Math teacher to join a house team to support/intervene on behalf of students as needed.	Discontinue; Reallocating funds to support other programming; Will find funds to support this work elsewhere,.
Teacher, Department Head	ELL Reclassification	ELL instructor; Assists with ELPAC group testing	Assistance with ELPAC group testing; Cannot perform the individual test and we have to bring in a sub to do so.; Class sizes are very small	Discontinue; Reallocating funds to support other programming; Will find funds to support this work elsewhere,.

Teacher, Structured English Immersion	SBAC Math Distance from Standard Met	Algebra 1 instructor; Member of a 9th grade House team	Assists with keeping Algebra 1 class sizes smaller; Allows for Math teacher to join a house team to support/intervene on behalf of students as needed.	Discontinue; Reallocating funds to support other programming; Will find funds to support this work elsewhere,.
11-Month Classroom Teacher on Special Assignment (TSA)	College/Career Readiness	Great job of being a contact person for College programs; Supports College Access Partners; Facilitates Communication around College and Career opportunities on social media sites relate dto Oakland Tech	AVID isnt a good fit if not being run with fidelity, only teaching one section	Discontinue; Reallocating funds to support other programming; Will find funds to support this work elsewhere,.
Consultant	A-G Completion	SSTs, 1:1 meetings with parents/students, parent engagement workshops, Participates on Black Family Summit committee	Holds over 100 SSTs each year formally and many more infromally; Provides gudiance to struggling families from all backgrounds when it comes to dealing with teenagers; Cannot peak Spanish independently which produces a need fro translation services	Continue; Effective & essential

2024-25 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.				
Collective School Goal For HSN Sites	By June 2025, students will demonstrate increased literacy and math proficiency as measured by: Metric 1) 65% of students reaching their growth goals on i-Ready reading assessment Metric 2) 25% or more of students demonstrate grade-level proficiency on curriculum-embedded Math interim assessments			
Collective Identified Need for HSN Sites	-only 32% of the students read at or above grade level as measured by the RI -32% of students were not assessed on RI -only 25% of students were assessed on our Math interims and only 1.2% of the students assessed were proficient in Algebra 1			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	All new teachers attend foundational curriculum training.	All Students	Academic	Tier 1 : Universal
1-2	Provide weekly collaboration time in PLCs and PD to internalize core curriculum in all core subjects and CTE aligned to standards, analyze student work, interims, performance assessment and reflect on instruction.	All Students	Academic	Tier 1 : Universal
1-3	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	All Students	Academic	Tier 1 : Universal
1-4	Provide time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and make decisions for how to improve instruction to meet the needs of the students.	All Students	Academic	Tier 1 : Universal

1-5	Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems	All Students	Academic	Tier 1 - Universal
1-6	Ensure that all Algebra 1, Geometry, and Algebra 2 Teachers attend OUSD Academic Central PDs to support IM pacing and assessment plans/schedule	All Students	Academic	Tier 1 - Universal
1-7	Curriculum based PD during Department meetings (Lesson study/Create a Peer observation schedule for teachers to support and develop their skill teaching it.	All Students	Academic	Tier 1 - Universal
1-8	ILT focus and Staff and Department PDs focused on data related to I-Ready and Illustrative Math curricula embedded assessments	All Students	Academic	Tier 1 - Universal
1-9	Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	All Students	Academic	Tier 1 - Universal

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

School Goal:	By June of 2025, we will have increased our Latino and African American Male A-G grad rates by 10% as measured by the A-G rates on the dashboard.			
Identified Need:	Latino and African American male, SED students and SpEd A-G rates are significantly lower than those of their white and Asian peers			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Embedding 3 sections AAMA and 3 sections of AAFE within the Master schedule to serve the unique academic needs and interest of our focal students.	African American Students	Academic	Tier 2 - Supplemental
2-2	Embedding 3 sections LAMA within the Master schedule to serve the unique academic needs and interest of our focal students.	Latino/a Students	Academic	Tier 2 - Supplemental
2-3	Monthly Pathway Intervention meetings to discuss D and F rates among our focal student populations	All Students	Academic	Tier 1 - Universal
2-4	Provide Mental Health Services to students through COST.	All Students	SEL / Mental Health	Tier 2 - Supplemental

2-5	Hired an additional College Access partner from DCAC/EAOP to hold a caseload of 40 SED students	Low Income Students	Academic	Tier 2 - Supplemental
2-6	Staff will participate in PD supporting restorative practices, MTSS and Social Emotional Learning	All Students	SEL / Mental Health	Tier 1 - Universal
2-7	Hire an additional counselor to be aligned with a specific pathway and decrease counseor ratio across the board to 350:1	All Students	Academic	Tier 1 - Universal
2-9	Hire credentialed A-G subject matter teachers	All Students	Academic	Tier 1 - Universal

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

School Goal:	By June 2025, 25% of families will have attended at least one school event designed to reach our focal students populations/their families as measured by attendance/participation logs.
Identified Need:	African American, Latino and SED families still

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Host at least three Black Family events that share relevant information about student programs and services that black students can access at Oakland Tech in an effort to become college and career ready. (Fall and Winter Black Family Summit(s), Black Graduation)	African American Students	SEL / Mental Health	Tier 1 - Universal
3-2	Hold at least three Latino Family events that invite our Spanish Speaking families to the campus to learn relevant information about student programs and services that brown students can access at Oakland Tech in an effort to become college and career ready (Noche de Familia, Cafe con las Consejeras, Latino/a Graduation)	Latino/a Students	SEL / Mental Health	Tier 3 - Intensified
3-3	9th grade Welcome BBQ and Orientation event	All Students	SEL / Mental Health	Tier 1 - Universal
3-4	Pathway Information Night via ZOOM to inform our 9th grade parents about the Pathway Match process	All Students	SEL / Mental Health	Tier - Universal
3-5	Outreach to families for extra curricular events (i.e., Back to School Night, BFS, Cafe con las Consejeras)	All Students	SEL / Mental Health	Tier 1 - Universal

3-6	Various events that are led/offered through the College and Career Center (Cash for College Events, The Road to College Workshops, Turkey College Crunch Crunch)	All Students	Academic	Tier 1 - Universal
3-7	Whole School SSTs to address struggling students	All Students	Academic	Tier 2 - Supplemental
3-8	PTSA Monthly meetings in person	All Students	Academic	Tier 1 - Universal
	Require Students to wear and or possess school ID badges for entry into the school building and extra curricular events	All Students	Behavioral	Tier 1 - Universal
3-9	HBCU/Black College Tour Meetings for students and families	African American Students	Academic	Tier 2 - Supplemental
3-10	Safe and Healthy Students programming/activities : Anti Bullying Assembly, Leadership Assembly supporting positive school culture, Social media education)	All Students	SEL / Mental Health	Tier 1 - Universal
3-11	After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	All Students	SEL / Mental Health	Tier 1 - Universal
3-12	Hire a Teacher Librarian to provide literature and other programming while teaching traditional and digital research based skills to students	All Students	Academic	Tier 1 - Universal

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

School Goal:	By May 2025, staff culture and climate will improve as measured by positive responses to quarterly surveys and feedback following staff celebratory events.			
Identified Need:	<ul style="list-style-type: none"> - Celebrate staff - Improve new teacher practice with establishing and maintaining strong classroom culture from the start of the year - Increase the number/percent of early career teachers who make timely progress toward a clear California credential - Increase retention of early career teachers through differentiated professional learning, weekly individualized coaching, credentialing support, and opportunities to support new teacher wellness and community building 			
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	New teachers will participate in support structures in years 1 and 2.	All Students	Academic	Tier 1 - Universal

4-2	Ensure that each Math and Science teacher is affiliated with an Academy and has a collaborative/pathway prep in common with other teachers in each pathway, so that students in Geometry and Algebra 2 can be cohorted and the Math Teacher can	All Students	Academic	Tier 1 - Universal
4-3	Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building	All	Academic	Tier 1 : Universal
4-4	Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	All	Academic	Tier 1 : Universal
4-4	Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	All Students	Academic	Tier 1 : Universal
4-5	Feed staff at least three times a year during PDs and meetings (Beginning of the Year, Mid Year, End of the year)	All Students	SEL / Mental Health	Tier 1 : Universal
4-7	Hire a TSA to work specifically with teachers new to the profession in years 1-3	All Students	Academic	Tier 1 : Universal
4-8	Collaborative grade reporting socials/meetings	All Students	Academic	Tier 1 : Universal
4-9	Hire a pathway coach to support the continued growth and development of Oakland Tech's Pathways/Academies	All Students	Academic	Tier 1 : Universal

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

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Enroll all at risk 9th grade AA students in AAMA sections	African American	SEL / Mental Health	Tier 3 - Intensified
5-2	Targeted outreach for internships and work based learning opportunities	African American	SEL / Mental Health	Tier 2 - Supplemental
5-3	SST meetings held by Parent/Family Liason	African American	Academic	Tier 1 - Universal

5-4	Tech Parent University workshops	African American	SEL / Mental Health	Tier 1 - Universal
5-5	Enroll all at risk 9th grade AA students in AAFE sections	African American	Academic	Tier 3 - Intensified
5-6	PDs with a focus on SEL and CRT teaching practices	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS [*Stages of ELD Implementation Self-Assessment*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
6-1	Family Reading Night with Translation Services	English Learner Students	Academic	Tier 2 - Supplemental
6-2	Translation Services	Latino/a Students	Academic	Tier 2 - Supplemental
6-3	Hire a Bilingual Family Liaison to hold SSTs	English Learner Students	SEL / Mental Health	Tier 2 - Supplemental
6-4	Hire a Latino American Male Achievement instructor	Latino/a Students	SEL / Mental Health	Tier 2 - Supplemental
6-5	Counselor Information Sessions during the evening	English Learner Students	SEL / Mental Health	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5300 - Dues & Memberships	\$1,700	LCFF Discretionary	5300	Dues & Memberships	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Staff will participate in PD supporting restorative practices, MTSS and Social Emotional Learning	305-1
5220 - Conference Expense	\$2,500	LCFF Discretionary	5220	Conference Expense	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Staff will participate in PD supporting restorative practices, MTSS and Social Emotional Learning	305-2
5820 - Bart & Bus Passes	\$3,000	LCFF Discretionary	5820	Bus Passes	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Targeted outreach for internships and work based learning opportunities	305-3
4304 - Classroom Supplies	\$7,500	LCFF Discretionary	4304	Classroom Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Staff will participate in PD supporting restorative practices, MTSS and Social Emotional Learning	305-4
4340 - I.d. Badges	\$8,000	LCFF Discretionary	4340	I.D. Badges	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Reuire Students to wear and or possess school ID badges for entry into the school building and extra curricular events	305-5
1120 - Teachers Salaries Stipends	\$20,000	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Staff will participate in PD supporting restorative practices, MTSS and Social Emotional Learning	305-6
4310 - Materials and Supplies	\$30,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paep, pens, markers, etc.)	305-7

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
5610 - Equip Maintenance & Repairs	\$32,000	LCFF Discretionary	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paep, pens, markers, etc.)	305-8
4399 - Unallocated	\$36,980	LCFF Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	305-9
2220 - Classsuppt Salaries Stipends	\$7,500	LCFF Supplemental	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Outreach to families for events such as Back to School Night, BFS, Cafe con las Consejeras)	305-10
4399 - Unallocated	\$8,913	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	305-11
4310 - Materials and Supplies	\$10,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paep, pens, markers, etc.)	305-12
1120 - Teachers Salaries Stipends	\$20,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		ILT focus and Staff and Department PDs focused on data related to I-Ready and Illustrative Math currculu embedded assessments	305-13
Counselor	\$46,154	LCFF Supplemental	1205	Certificated Pupil Support Salaries	4824	Counselor	0.40	Goal 1: All students graduate college, career, and community ready.		Hire an additional counselor to be aligned with a specific pathway and decrease counseor ratio across the board to 350:1	305-14
Teacher Structured Eng Immersn	\$74,985	LCFF Supplemental	1105	Certificated Teachers' Salaries	1666	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.		Hire A-G subject matter teachers	305-15
4399 - Unallocated	\$76,441	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	305-16
Teacher Structured Eng Immersn	\$83,778	LCFF Supplemental	1105	Certificated Teachers' Salaries	3224	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire A-G subject matter teachers	305-17

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Counselor	\$135,402	LCFF Supplemental	1205	Certificated Pupil Support Salaries	3264	Counselor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Hire an additional counselor to be aligned with a specific pathway and decrease counseor ratio across the board to 350:1	305-19
TSA Classroom 11Mos	\$165,763	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7377	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Coordinate New Teacher Support & Development to ensure that every teacher who is working on an emergency permit, intern credential, or preliminary credential is paired with the most qualified coach who will provide weekly, individualized coaching and support throughout the year.	305-20
Teacher Structured Eng Immersn	\$87,619	LCFF Supplemental	1105	Certificated Teachers' Salaries	3041	Teacher, Structured English Immersion	0.90	Goal 1: All students graduate college, career, and community ready.		Hire A-G subject matter teachers	305-21
Teacher Structured Eng Immersn	\$43,665	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2234	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Hire A-G subject matter teachers	305-22
Teacher Structured Eng Immersn	\$48,892	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	5103	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Embedding 3 sections LAMA within the Master schedule to serve the unique academic needs and interest of our focal students.	305-23
Facilitator, Manhood Dev Prgm	\$52,814	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9871	Facilitator Manhood Development Program	0.50	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Embedding 3 sections AAMA and 3 sections of AAFE within the Master schedule to serve the unique academic needs and interest of our focal students.	305-24
5825 - Consultants	\$54,000	Title I, Part A Schoolwide Program	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	SST meetings held by Parent/Family Liasion	305-25

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$92,321	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2963	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.	On Track to Graduate: 9th Grade	Hire A-G subject matter teachers	305-26
Counselor	\$133,486	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	10142	Counselor	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	College/Career Readiness	Hire an additional counselor to be aligned with a specific pathway and decrease counselor ratio across the board to 350:1	305-27
4399 - Unallocated	\$2,220	Title I, Part A Parent & Family Engagement	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	SST meetings held by Parent/Family Liasion	305-28
2225 - Classsuppt Salaries Overtime	\$2,500	Title I, Part A Parent & Family Engagement	2225	Classified Support Salaries: Overtime	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Translation Services	305-29
5825 - Consultants	\$7,500	Title I, Part A Parent & Family Engagement	5825	Consultants	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Whole School SSTs to address struggling students	305-30
5825 - Consultants	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	A-G Completion	After School Programming to prooote a safe space for studenst while offering different types of learning opportunities/support.	305-31
5100 - Subagreement	\$195,931	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.	Student Connectedness to School	After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	305-32
4399 - Unallocated	\$30,550	Title IV, Part A Student Support & Academic Enrichment	4399	Unallocated	n/a	n/a	n/a	n/a	Student Connectedness to School	Safe and Healthy Students programming/activities : Anti Bullying Assebmly, Leadership Assembly supporting positive school culture, Social media education)	305-33

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
1120 - Teachers Salaries Stipends	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	n/a		Staff will participate in PD supporting restorative practices, MTSS and Social Emotional Learning	305-34
Teacher Structured Eng Immersn	\$27,395	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	2465	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-35
4399 - Unallocated	\$53,605	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-36
Teacher Structured Eng Immersn	\$24,056	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	323	Teacher, Structured English Immersion	0.30	Goal 1: All students graduate college, career, and community ready.		Hire A-G subject matter teachers	305-37
Art Teacher	\$24,937	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	10369	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.		Hire A-G subject matter teachers	305-38
4399 - Unallocated	\$30,191	Proposition 28 (Arts & Music in Schools)	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	305-39
Teacher Structured Eng Immersn	\$124,683	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire A-G subject matter teachers	305-40
Art Teacher	\$24,937	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	10369	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.		Hire A-G subject matter teachers	305-41
4399 - Unallocated	\$42,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-42
Teacher Structured Eng Immersn	\$33,752	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	2204	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.		Hire A-G subject matter teachers	305-43

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPISA ACTIVITY	BUDGET ACTION NUMBER
4399 - Unallocated	\$47,248	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-44
Teacher Structured Eng Immersn	\$35,122	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	772	Teacher, Structured English Immersion	0.20	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-45
4399 - Unallocated	\$45,878	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a	n/a		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-46
4399 - Unallocated	\$67,721	Measure N	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	305-47
4399 - Unallocated	\$3,025	Measure H	4399	Unallocated	n/a	n/a	n/a	n/a		n/a	305-48
Teacher Structured Eng Immersn	\$70,934	Measure H	1105	Certificated Teachers' Salaries	4222	Teacher, Structured English Immersion	0.50	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-49
Coach College/Career Pathways	\$84,833	Measure H	2305	Classified Supervisors' and Administrators' Salaries	1292	Coach, College/Career Pathways	0.50	Goal 1: All students graduate college, career, and community ready.		Hire a pathway coach to support the continued growth and developmemnt of Oakland Tech's Pathways/Academies	305-50
Teacher Structured Eng Immersn	\$94,217	Measure H	1105	Certificated Teachers' Salaries	2658	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-51
Teacher Structured Eng Immersn	\$97,788	Measure H	1105	Certificated Teachers' Salaries	4185	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-52
Teacher Structured Eng Immersn	\$97,796	Measure H	1105	Certificated Teachers' Salaries	3662	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-53

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Structured Eng Immersn	\$101,339	Measure H	1105	Certificated Teachers' Salaries	1834	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-54
Teacher Structured Eng Immersn	\$107,097	Measure H	1105	Certificated Teachers' Salaries	1482	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-55
Teacher Structured Eng Immersn	\$109,581	Measure H	1105	Certificated Teachers' Salaries	2465	Teacher, Structured English Immersion	0.80	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-56
Teacher Structured Eng Immersn	\$116,757	Measure H	1105	Certificated Teachers' Salaries	3569	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-57
Spec College/Career Readiness	\$121,641	Measure H	2205	Classified Support Salaries	6452	Specialist, College/Career Readiness	1.00	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-58
Teacher Structured Eng Immersn	\$144,560	Measure H	1105	Certificated Teachers' Salaries	2987	Teacher, Structured English Immersion	1.00	Goal 1: All students graduate college, career, and community ready.		Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-59
TSA Classroom 11Mos	\$157,449	Measure H	1119	Certificated Teachers on Special Assignment Salaries	9546	11-Month Classroom Teacher on Special Assignment (TSA)	1.00	Goal 1: All students graduate college, career, and community ready.		Embedding 3 sections AAMA and 3 sections of AAFE within the Master schedule to serve the unique academic needs and interest of our focal students.	305-60
Asst Principal, High School	\$167,733	Measure H	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	1307	Assistant Principal, High School	1.00	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Monthly Pathway Intervention meetings to discuss D and F rates among our focal student populations	305-61

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Librarian	\$136,412	Measure G, Library Support	1205	Certificated Pupil Support Salaries	New	Librarian	1.00	Goal 1: All students graduate college, career, and community ready.		Hire a Teacher Librarian to provide literature and other programming while teaching traditional and digital research based skills to students	305-62



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
- Parent Volunteer opportunities

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
- Bi-monthly School Bulletin from Principal
- 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)
- Parent Square postings (email and text messages, translated into several languages)
- 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

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 August 30, 2023, and will be in effect for the period August 7, 2023, through May 24, 2024.

The school will distribute this policy to all parents on or before September 30, 2023 of the current school year.

Martel J. Price
Name of Principal

Martel J. Price
Signature of Principal

9/6/23
Date

Please attach the School-Parent Compact to this document.



School-Parent Compact 2023-24

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 2023-24 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, parentbooster 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 Parent Sqaure 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 Tech on September 6th, 2021, and will be in effect for the period of August 8, 2023 to May 24, 2024.

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 September 30, 2023.

Martel J. Price

Martel J. Price

9/6/23

Principal’s Name

Signature of Principal

Date

Oakland Technical High School School Site Council Membership Roster 2023-2024

SSC - Officers

Chairperson:	Courtney Marshall Turk
Vice Chairperson:	Orville Meaux
Secretary:	Jomauree [REDACTED]

SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
MARTEL PRICE	X					n/a
COURTNEY MARSHALL				X		1
ORVILLE MEAUX				X		1
JENNIFER BELMONT		X				2
TERRANCE HOLLIDAY			X			2
COLLEEN EGAN		X				1
CHRISTINA ONG		X				1
ASHER [REDACTED]					X	1
XAN [REDACTED]					X	1
JOMAUREE [REDACTED]					X	1

SSC Meeting Schedule: (Day/Month/Time)	2nd Tuesday of the month, 6:30-8:00pm, in the Library (or on Zoom)
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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
3 Classroom Teachers
1 Other Staff
AND
32Parents/Community Members
3 Students