

Board Office Use: Legislative File Info.	
File ID Number	25-1830
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



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

# Board Cover Memorandum

**To** Board of Education

**From** Denise Saddler, Interim Superintendent  
Sondra Aguilera, Chief Academic Officer

**Meeting Date** August 13, 2025

**Subject** 2025-2026 School Plan for Student Achievement (SPSA) for Oakland Technical High School

**Ask of the Board** Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Oakland Technical High School.

**Background** In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

**Discussion** The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

**Fiscal Impact** Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Oakland Technical High School



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

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Oakland Technical High School  
**CDS Code:** 1612590136051  
**Principal:** Martel Price  
**Date of this revision:** 3/25/2025

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:

<b>Contact:</b> Martel Price	<b>Position:</b> Principal
<b>Address:</b> 4351 Broadway Oakland, CA 94611	<b>Telephone:</b> 510-450-5400
	<b>Email:</b> <a href="mailto:martel.price@ousd.org">martel.price@ousd.org</a>

*The School Site Council recommended this revision of the SPSA for Board approval on:* 3/25/2025

*The District Governing Board approved this revision of the SPSA on:* 8/13/2025

**OAKLAND UNIFIED SCHOOL DISTRICT**  
**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:**

Oakland Technical High School

**Site Number:**

305

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

☒ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & In

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvemen

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for

**Date(s) plan was approved:** \_\_\_\_\_

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, ParentSquare bla

### Signatures:

Martel Price

Principal

*Martel J Price*

Signature

Cortney Marshall Turk

SSC Chairperson

*Courtney Marshall Turk*

Signature

SELLS Representative (optional)

Signature

Vanessa Sifuentes

Network Superintendent

*VSifuentes*

Signature

Lisa Spielman

*Lisa Spielman*

## 2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
2/10/2025	Admin/Leadership Team	Team reviewed the Needs Assessment data along with OUSD Dashboard data and added feedback, asked questions.
2/18/2025	SSC/SELLS	Shared rationale and overview of site plan.
1/9/2025	ILT	Conducted ILT work session to flesh out teacher, leadership, and organization practices aligned to school goals.
3/3/2025	Faculty	Plan to share update SPSA with staff
3/25/2025	SSC/SELLS	Reviewed and approved the 2025-2026 SPSA

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

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

### Early Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

### 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).
- **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.

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$694,709.70
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,130,754.69

### Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$460,080
Title I, Part A Parent & Family Engagement (#3010)	\$12,780
21st Century Community Learning Centers (Title IV, Part B #4124)	\$221,850
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$694,710</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,130,754.69</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$128,200
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$25,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$282,845
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$436,045</b>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

### 1A: ABOUT THE SCHOOL

<b>School Name: Oakland Technical High School</b>		<b>School ID: 305</b>
<b>CDS Code: 1612590136051</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>

#### 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.

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

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?

Oakland Tech faces the same issues that most urban public schools face when it comes to funding issues. The school is allocated a baseline of 75 teachers, but the needs of the school dictate that an additional funding stream for an additional 12 staff positions including teachers. As far as effective and experienced teachers Oakland Tech did have a 85% retention rate for the 2023-2024 school year. However there are 38 teachers that are still pursuing their credentials in some form or manner. Oakland Tech offers a comprehensive program with a wide range of acadmeic opportunities for the diverse populations that are served. We offer all of the services associated with SpEd programming, a full compliment of general education courses and a plethora of Advanced Studies courses in addition to Dual Enrollment programming to serve the needs of our stduenst who are seeking to pursue an education beyond high school. Oakland Tech does have a need for more case managers to assist with our tier 2 and tier 3 students that are struggling academically as well as socially. Oakland Tech has a need for more more intervention prograniBg before and after school for struggling students.

#### School Demographics, 2023-24

% 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.					
<b>School Goal:</b>	By June 2026, 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.				
<b>Identified Need:</b>	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.				
English Language Arts Measures & Targets					
Measure  *SBAC & CAST exclude 10% penalty, if applicable.	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	15.0	not available until fall 2025	-20.0
SBAC ELA Participation	All Students	65.6%	77.3%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	0.4%	5.2%	not available until fall 2025	1.0%
Mathematics/Science Measures & Targets					
Measure  *SBAC & CAST exclude 10% penalty, if applicable.	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	-70.5	not available until fall 2025	-50.0
SBAC Math Participation	All Students	77.3%	77.3%	not available until fall 2025	95.0%
California Science Test (CAST) Standard Met or Exceeded	All Students		20.1%	not available until fall 2025	10.0%
California Science Test (CAST) Participation	All Students		44.3%	not available until fall 2025	95.0%



Graduation Measures & Targets					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Four-Five Year Cohort Graduation Rate	All Students	90.8%	91.4%	not available until fall 2025	91.0%
On Track to Graduate: 9th Grade	All Students	76.4%	80.6%	not available until fall 2025	80.0%
On Track to Graduate: 11th Grade	All Students	71.6%	80.9%	not available until fall 2025	75.0%
A-G Completion	All Students	79.8%	69.5%	not available until fall 2025	82.0%
College/Career Readiness	All Students	63.0%	60.1%	not available until fall 2025	67.0%

**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By June 2026, the percentage of African American students scoring proficient in Reading will increase by 10% as measured by reading assessment (RI or i-Ready)
<b>Identified Need:</b>	<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"> <li>-Our LTEL students have limited literacy skills</li> <li>-Monthly reviews of coming-due IEPs need to happen because we have a large number of past due IEPs</li> <li>- Special Educators must complete IEPs on time and comprehensively, yet we maintain a high number of past due IEPs</li> <li>- English Learners need to successfully reclassify, but our reclassification rates have been low over the years</li> </ul>

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	-62.5	not available until fall 2025	-20.0
SBAC ELA Distance from Standard Met	African American Students	-87.1	-38.6	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 2025	1.5%
SBAC Math Distance from Standard Met	Special Education Students	-129.7	-142.4	not available until fall 2025	-50.0
SBAC Math Distance from Standard Met	African American Students	-177.9	-141.8	not available until fall 2025	-150.0
<b>Reclassification Measures &amp; Targets</b> *Reference <a href="#">Stages of ELD Data slides</a>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	20.6%	7.9%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	24.5%	8.5%	not available until fall 2025	30.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<b>School Goal:</b>	By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% to 16%.				
<b>Identified Need:</b>	-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	All Students	n/a	42.7%	not available until fall 2025	70.0%
Out-of-School Suspensions	All Students	3.0%	3.7%	not available until fall 2025	2.5%
Out-of-School Suspensions	African American Students	7.6%	7.8%	not available until fall 2025	5.0%
Out-of-School Suspensions	Special Education Students	6.8%	7.9%	not available until fall 2025	5.0%
Chronic Absenteeism	All Students	55.2%	25.1%	not available until fall 2025	40.0%

Chronic Absenteeism	African American Students	68.2%	32.4%	not available until fall 2025	50.0%
---------------------	---------------------------	-------	-------	-------------------------------	-------

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.					
<b>School Goal:</b>	By May 2026, staff culture and climate will improve staff stability as measured by positive responses to listening campaigns, quarterly surveys, feedback following staff celebratory events, and the ITR survey.				
<b>Identified Need:</b>	<ul style="list-style-type: none"> <li>- Celebrate staff</li> <li>- Improve climate and culture and connection among staff</li> </ul>				
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%	83.5%	not available until fall 2025	85%

1C: STRENGTHS & CHALLENGES		
Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	By June 2026, 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.	37% of our students were reading at or above grade level according to the iReady diagnostic data; During the Winter Assessment, 42% of our students tested at reading at or above grade level; Of African American students only 25% of Algebra students, 25.7 % of Geometry students, and 0% were assessed with the curriculum-embedded math interim assessment.
LCAP Goal 2:	By June 2026, the percentage of African American students scoring proficient in Reading will increase by 10% as measured by reading assessment (RI or i-Ready)	The percentage of African American students who are reading above grade level has only by increased 2% overall from 5% to 7%; However, the level of students at grade level dropped 2%. All other scores remain flat across each assessment. Only 2 Math teachers gave the IM assessment but not with full fidelity and after the intended deadline

LCAP Goal 3:	<i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% to 16%.</i>	<i>Chronic Absenteeism is down from last year. In 2023-2024, 25.25 of our student were considered chronically absent; At this time only 16.2% of our student are chronically absent.</i>
LCAP Goal 4:	<i>By May 2026, staff culture and climate will improve staff stability as measured by positive responses to listening campaigns, quarterly surveys, feedback following staff celebratory events, and the ITR survey.</i>	<i>The numbers are misconstrued because a number of teachers had credentialing issues to start the year and were made to be subs for the first two months; The numbers in Frontline do reflect a decrease from last year from October 2024 through January of 2025.</i>
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
LCAP Goal 1:	<i>By June 2026, 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 Black and Brown students didn't show much growth if any after the first two assessments in Fall and Winter. The 2024-25 school year was the first year that staff learned about a new i-Ready reading assessment so administration struggled to articulate or communicate effectively about the importance of the assessment to the teachers, students, families. There is also a lack of buy in from staff, students, and families around the assessment. We have very little data related to the Illustrative Math assessments as there is debate about its validity among the staff, in particular the math department. 2/12 teachers administered the Math interim assessment. We will utilize Title I-Student funding to employ 1.5 FTE (equivalent to 2 teachers), hire a 1.0 FTE counselor, and a 0.50 FTE Facilitator for Manhood Development, along with a consultant (contractor) dedicated to supporting our focal student populations. This initiative aims to create an environment that enhances academic success and fosters student engagement. Additionally, the School Site Council will decide in Fall 2025 how to utilize unallocated Title I-Student funds to further support increasing literacy and math proficiency.</i>

LCAP Goal 2:	<i>By June 2026, the percentage of African American students scoring proficient in Reading will increase by 10% as measured by reading assessment (RI or i-Ready)</i>	<i>Our Black and Brown students didn't show much growth if any after the first two assessments. 55.8 % of African American students did not complete the 2nd iReady assessment. Iready assessment are tied to reclassification goals for the district. If students do not pass it with a certain metric, they do not reclassify.</i>
LCAP Goal 3:	<i>By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% to 16%.</i>	<i>The rates of Chronic Absenteeism among our black and brown students are disproportionately higher than those of other subgroups. To address LCAP Goal 3, Title I-Parent funds will be utilized to compensate classified staff through extended contracts for providing translation services during family meetings and to hire a consultant (vendor) to serve as a Parent Family Liaison. The liaison will organize Student Success Team (SST) meetings and workshops for parents. Additionally, the School Site Council will decide in Fall 2025 how to utilize unallocated Title I-Parent funds to further enhance these efforts and strengthen family engagement.</i>
LCAP Goal 4:	<i>By May 2026, staff culture and climate will improve staff stability as measured by positive responses to listening campaigns, quarterly surveys, feedback following staff celebratory events, and the ITR survey.</i>	<i>Access to the Frontline absence reporting platform is delayed for teachers new to OUSD by several weeks to a month. As a result, any absence reporting for newly hired teachers is challenging. Additionally, teachers who transfer from a site to Oakland Tech also have to wait on Frontline to update their school placement in the system. The access and information update impacts staff's ability efficiently report any absences. In the meantime, staff has to email the Administration who then has to input on their behalf until access is granted and information is updated. Several teachers left mid year due to health issues. Teachers are unable to get parent volunteers to come on field trips and then ask teachers to attend as well;</i>

<b>2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW</b>	
Oakland Technical High School	<b>SPSA Year Reviewed:</b> 2024-25
	<b>SPSA Link:</b> <a href="#">2024-25 SPSA</a>
<b>2A: OVERALL IMPLEMENTATION &amp; EFFECTIVENESS OF THE CURRENT SPSA</b>	
Briefly describe the overall implementation so far of the <b>current</b> SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.	

During the 2024-2025 academic year, Oakland Tech made uneven progress in implementing strategies and actions meant to support its LCAP goals. As far as LCAP goal 1, Oakland Tech did hire a Teacher on Special Assignment to support literacy as measured by i-Ready. In addition, Consultants from i-Ready directly supported the school via professional development site and district wide. More recently, Oakland Tech just held its first school wide Learning Walks for the 2024-2025 school year all in an effort to 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. I feel like we struggled to 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, but we did take opportunities to do so in concert with iReady reps/support practices. We have modified our bell schedule for the second half of the year to ensure that our teachers have opportunities to attend Central PDs for the purposes of alignment and support. As far as the strategies and actions associated with LCAP goal #2, Oakland Tech did embed 3 sections AAMA and 3 sections of AAFE and 5 sections of LAMA within the Master schedule to serve the unique academic needs and interest of our focal students. At this time, monthly pathway intervention meetings do happen on a consistent basis so that discussions around D and F rates among our focal student populations can be addressed. Oakland Tech continues to provide Mental Health Services to students through COST; We hired an additional College Access partner from DCAC/EAOP to hold a caseload of 40 SED students. We also hired an additional counselor to be aligned with a specific pathway and decrease counselor ratio across the board to 350:1. We also do our best to hire credentialed A-G subject matter teachers. As far as LCAP goal #3 Oakland Tech has hosted 2 of the 3 planned BFS events this year thus far, in an effort to 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)

Oakland Tech has also held two events thus far to support our Latinx families. These events 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). Oakland Tech did have a 9th grade Summer Bridge program along with a 9th grade Welcome BBQ and Orientation event before the start of the school year. We have also held a Pathway Information Night via ZOOM to inform our 9th grade parents about the Pathway Match process. Oakland Tech also hosts a number of 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) to provide information and support to students and families. We also have regularly scheduled PTSA meetings in person.

planned. As far as LCAP goal #4- Oakland Tech does provide support to our New teachers in years 1-2 by connecting them with a New Teacher Support TSA. Oakland Tech has created a master schedule that

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

Direct new teachers to attend the summer New Teacher Institute and a 6-week foundational professional learning series (August-September) on classroom culture building

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.

Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)

Feed staff at least three times a year during PDs and meetings (Beginning of the Year, Mid Year, End of the year)

Hire a TSA to work specifically with teachers new to the profession in years 1-3

Collaborative grade reporting socials/meetings on giv LCAP 4 -Oakland Tech has a TSA that specifically works to help teachers in years 1, 2, and 3 get acclimated with lesson planning, grading, and the structures that support the school. LCAP 4 - Each academy now has a teachers in Math and Science that is specifically affiliated with the program for the purposes of cohorting. LCAP 4 - We have worked with the PTSA to have celebratory events that include food and gifts for the staff,,

Describe and explain the <b>effectiveness</b> of the strategies and actions to achieve the articulated goals.
LCAP 1 -A Teacher on Special Assignment was hired for the 24/25 school year to support literacy as measured by i-Ready. LCAP 1 -Consultants from i-Ready directly supported the school via professional development site and district wide. LCAP 4 -Oakland Tech has a TSA that specifically works to help teachers in years 1, 2, and 3 get acclimated with lesson planning, grading, and the structures that support the school. LCAP 4 - Each academy now has a teachers in Math and Science that is specifically affiliated with the program for the purposes of cohorting. LCAP 4 - We have worked with the PTSA to have celebratory events that include food and gifts for the staff,
Describe any <b>changes</b> 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.
<p>Greater emphasis on the TSA hired to address chronic absenteeism where SARTS, Parent Meetings, and Targeted support have given us an opportunity to connect with families and provide resources and incentives to come to school. We have been making attendance calls, holding a tiered system of detentions and consequences, limiting activities to those with tardies and unverified absences, and monthly attendance incentives for those with perfect attendance as well as attendance challenges to increase attendance overall. Oakland Tech Teachers need to assess students. There is a large number of students who have not been assessed, more in math than ELA, therefore data is incomplete. Hiring an additional College Access Partner: While beneficial for postsecondary planning, this strategy does not directly impact reading proficiency unless the role includes literacy support. Hiring an additional College Access Partner: If these teachers specialize in literacy-based instruction or integrate reading strategies into their teaching, this could be impactful. Otherwise, it may not directly address reading proficiency among African American students. Embedding AAMA, AAFE, and LAMA sections in the Master Schedule:</p> <p>These sections are designed to address the specific academic needs of African American students by providing culturally responsive instruction, targeted interventions, and identity-affirming learning experiences. Research shows that culturally relevant pedagogy improves student engagement and achievement. Access to Mental Health Services: COST (Coordination of Services Team) referrals can be slow due to limited staffing, high caseloads, or a lack of available resources. If students cannot access services quickly, their academic performance may continue to suffer.</p>

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION				
Title I Expenditure (describe expenditure in column a)	Target Addressed by Expenditure	Actions/Activities (e.g., what does this person or program do?)	<p>What is working/not working? Why?</p> <p>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</p> <p>INCLUDE qualitative or quantitative data.</p>	Based on this evaluation, what will you change, continue, or discontinue? Why?



Teacher Structured Eng Immersion: AAMA instructor	On Track to Graduate: 9th Grade	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.	Working. Evidence of the expenditures impact can be found when examining A-G Data for AA students leaving 9th grade (off track data) and overall; College enrollment rates of students in program. Student input from informal surveys/WASC 3 year mid-cycle report; Comparing D and F data among this group in the 9th grade	Continue
Teacher Structured Eng Immersion: LAMA Instructor	On Track to Graduate: 9th Grade	Embedding 3 sections LAMA within the Master schedule to serve the unique academic needs and interest of our focal students.	Working! Evidence of the impact of the expenditure can be seen in A-G Data for Latx students leaving 9th grade n(off track rates) and overall; College enrollment rates of Latinx students are also trending upwards. Student input on the WASC 3 year mid cycle report; informal surveys of students; Comparing D and F data among this group in the 9th grade	Continue
Teacher Structured Eng Immersion: A-G teacher	A-G Completion	Hire credentialed A-G subject matter teachers	Working; Teacher on the 9th grade team that addresses student success during the 9th grade transition year to HS. Off track rates in the 9th grade	Continue
Counselor	A-G Completion	Hire an additional counselor to be aligned with a specific pathway and decrease counselor ratio across the board to 350:1	Working; A-G Data for students in the Fashion Academy; College enrollment rates of students in program. Student questionnaires; Never had a dedicated counselor on the campus.	Continue
Consultants	Student Connectedness to School	Parent/Family Liaison; Arranges and holds SST meetings for struggling students; Holds Parent Educational Workshops	SST Data; Student grade data from participants; Feedback from parents, students, staff	Continue

Teacher Structured Eng Immersion: A-G teacher	A-G Completion	Teacher will teach CP English 2 and CP English 4 to student within the Engineering Academy	Teacher on the Engineering Pathway Team. Ptwhasy are mean to support at promise students by creating smalll learning communitis that focus on relevant learning opportunities.	Continue
Translation Services	Student Connectedness to School	Translations services for SSTs, SSC meetings, Parent teacher conferences	Translation at parent meeting has positivle impacted attendance.	Continue
A-G teacher (.3.)	A-G Completion	Hire credentialed A-G subject matter teachers		Continue

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES				
School:		Oakland Technical High School	SCHOOL ID:	305
3: SCHOOL STRATEGIES & ACTIVITIES			2025-26 High School SPSA Guidance	
LCAP Goal 1: All students graduate college, career, and community ready.				
School Goal:		By June 2026, 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 Need:		Our students need to demonstrate mastery in literacy and math in order to be college and career ready.		
#	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; Hire a TSA to focus on Dual Enrollment	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	Extended Contracts to support ILT focus and Staff and Department PDs focused on data related to I-Ready and Illustrative Math curriculum 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: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By June 2026, the percentage of African American students scoring proficient in Reading will increase by 10% as measured by reading assessment (RI or i-Ready)
<b>Identified Need:</b>	<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"> <li>-Our LTEL students have limited literacy skills</li> <li>-Monthly reviews of coming-due IEPs need to happen because we have a large number of past due IEPs</li> <li>- Special Educators must complete IEPs on time and comprehensively, yet we maintain a high number of past due IEPs</li> <li>- English Learners need to successfully reclassify, but our reclassification rates have been low over the years</li> </ul>

#	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	Extended Contracts to support afterschool tutoring to support focal student populations			
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 counselor 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 in joyful schools.**

<b>School Goal:</b>		By the end of the 2025-26 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% to 16%.		
<b>Identified Need:</b>		-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		
#	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	Celebrate student achievement and attendance; implement a positive reinforcement system	All students	Academic	Tier 1 - Universal
3-2	Maintain affinity groups as space for student connection and basis for staff professional development via Community Walks.	All students	SEL / Mental Health	Tier 1 : Universal
3-3	PD for staff around communicating with families;Establish greater connection between teachers and families by instituting weekly calls home and conferences each semester.	All Students	Academic	Tier 1 - Universal
3-4	Case managers will maintain a caseload of specific Tier 2 students who require regular check-ins to improve (Home visits, check ins, etc.).	All Students	Academic	Tier - Universal
3-5	Train case managers to facilitate student intervention protocols in pathway teams.	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	All Students	Academic	Tier 1 - Universal
3-7	Whole School SSTs to address struggling students	All Students	Academic	Tier 2 - Supplemental
3-8	Use COST service providers to connect with Tier 3 studenst and families	All Students	Academic	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 raditional 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.**

<b>School Goal:</b>		By May 2026, staff culture and climate will improve staff stability as measured by positive responses to listening campaigns, quarterly surveys, feedback following staff celebratory events, and the ITR survey.		
<b>Identified Need:</b>		<ul style="list-style-type: none"> <li>- Celebrate staff</li> <li>- Improve climate and culture and connection among staff</li> </ul>		
#	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	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	All Students	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	Create and implement a coaching structure (pay for a prep period for teacher coaches)	All Students	Academic	Tier 1 : Universal
4-8		All Students	Academic	Tier 1 : Universal
4-9	Hire a pathway coach to support the continued growth and developmemnt 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	Hire an Instructor for AAMA/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	Hire Parent/Family liasion to arrange and hold SST meetings/Parent Workshops/Tier 3 meetings with held by Parent/Family Liasion	African American	Academic	Tier 1 - Universal
5-4	Wellness Center Creation/Staffing to addrsss the MH needs of our students	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			<u>Stages and Actions for ELD Implementation</u>	
#	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(s)	Latino/a Students	SEL / Mental Health	Tier 2 - Supplemental
6-5	Counselor Information Sessions during the evening in Spanish	English Learner Students	SEL / Mental Health	Tier 2 - Supplemental

**PROPOSED 2025-26 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
Afterschool Programing (Staffing -Program Manager, Program Aide, Program Tutors, field trips, afterschool events with students and families)	\$196,850	21st Century Community Learning Centers (Title IV, Part B)	5100	Subagreements For Services	n/a	n/a	n/a			After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	305-1
Afterschool Programing - After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	\$25,000	21st Century Community Learning Centers (Title IV, Part B)	5825	Consultants	n/a	n/a	n/a			After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	305-2
Music Instructor - Hire credentialed A-G subject matter teachers	\$24,318	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	323	Teacher, Structured English Immersion	0.3			Hire credentialed A-G subject matter teachers	305-3
Drama Instructor - Hire credentialed A-G subject matter teachers	\$10,143	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	3041	Teacher, Structured English Immersion	0.1			Hire credentialed A-G subject matter teachers	305-4
Digital Media Instructor - Hire credentialed A-G subject matter teachers	\$105,755	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10155	Teacher, Structured English Immersion	1.0			Hire credentialed A-G subject matter teachers	305-5
Fashion CTE Teacher - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$91,467	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10369	Teacher, Structured English Immersion	0.6			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-6
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$51,162	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-7
Computer Academy Lead - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$34,492	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	772	Teacher, Structured English Immersion	0.2			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-8
Fashion Academy Lead - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$31,358	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	2527	Teacher, Structured English Immersion	0.2			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-9
Health Academy Lead - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$28,407	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	2987	Teacher, Structured English Immersion	0.2			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-10
Race,Policy, Law (Legal Studies) Lead - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$32,917	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	7377	Teacher, Structured English Immersion	0.2			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-11



**PROPOSED 2025-26 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
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$81,000	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-12
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$49,642	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-13
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$36,676	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-14
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$49,884	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-15
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$43,799	California Partnership Academies (CPA)	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-16
Dual Enrollment TSA - Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	\$46,658	College & Career Access Pathways Grant	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.3			Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	305-17
Books for DE courses - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$3,377	College & Career Access Pathways Grant	4200	Books other than Textbooks	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-18
After School Programming - After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a			After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	305-19
Dual Enrollment TSA - Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	\$38,881	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.25			Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	305-20

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Dual Enrollment TSA - Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	\$23,329	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.15			Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	305-21
Dual Enrollment TSA - Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	\$31,105	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.2			Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	305-22
Dual Enrollment TSA - Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	\$15,553	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	New Position 02	11-Month Teacher on Special Assignment (TSA)	0.1			Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	305-23
Work Based Learning Coordinator - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$40,351	Golden State Pathways Program	2205	Classified Support Salaries	3018	Site Liaison, Work-Based Learning	0.25			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-24
Work Based Learning Coordinator - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$40,351	Golden State Pathways Program	2205	Classified Support Salaries	3018	Site Liaison, Work-Based Learning	0.25			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-25
Work Based Learning Coordinator - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$40,351	Golden State Pathways Program	2205	Classified Support Salaries	3018	Site Liaison, Work-Based Learning	0.25			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-26
Work Based Learning Coordinator - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$40,351	Golden State Pathways Program	2205	Classified Support Salaries	3018	Site Liaison, Work-Based Learning	0.25			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-27
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$14,615	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-28
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$6,325	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-29
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$5,958	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-30

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$3,377	Golden State Pathways Program	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-31
Teacher Salary Stipends - Extended Contracts to support ILT focus and Staff and Department PDs focused on data related to I-Ready and Illustrative Math curriculum embedded assessments	\$50,000	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a			Extended Contracts to support ILT focus and Staff and Department PDs focused on data related to I-Ready and Illustrative Math curriculum embedded assessments	305-32
Substitutes for Field Trips - Hire credentialed A-G subject matter teachers	\$10,000	LCFF Supplemental	1150	Certificated Teachers: Substitutes	n/a	n/a	n/a			Hire credentialed A-G subject matter teachers	305-33
Classified Support Stipends - Extended Contracts to support ILT focus and Staff and Department PDs focused on data related to I-Ready and Illustrative Math curriculum embedded assessments	\$10,000	LCFF Supplemental	2220	Classified Support Salaries: Stipends	n/a	n/a	n/a			Extended Contracts to support ILT focus and Staff and Department PDs focused on data related to I-Ready and Illustrative Math curriculum embedded assessments	305-34
Classified Support Substitutes	\$4,000	LCFF Supplemental	2250	Classified Support Salaries: Substitutes	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-35
Classroom Materials/Supplies - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$10,000	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-36
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$44,200	LCFF Supplemental	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-37
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$4,672	Measure H Carryover	4399	Unallocated	n/a	n/a	n/a			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-38
CTE Teacher - 10th grade Fashion Teacher	\$55,597	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	1482	Teacher, Structured English Immersion	0.5			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-39

**PROPOSED 2025-26 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 SPSPA ACTIVITY	BUDGET ACTION NUMBER
CTE Teacher - 10th grade Fashion Teacher Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$55,597	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	1482	Teacher, Structured English Immersion	0.5			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-40
CTE Teacher - 11th/12th grade Fashion Teacher Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$25,521	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2465	Teacher, Structured English Immersion	0.2			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-41
CTE Teacher - 11th/12th grade Fashion Teacher Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$38,281	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2465	Teacher, Structured English Immersion	0.3			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-42
CTE Teacher - 10th grade RPL Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$21,410	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2658	Teacher, Structured English Immersion	0.25			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-43
CTE Teacher - 10th grade RPL Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$64,229	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2658	Teacher, Structured English Immersion	0.75			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-44
CTE Teacher - 10th/11th grade Health Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$42,610	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2987	Teacher, Structured English Immersion	0.3			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-45
CTE Teacher - 10th/11th grade Health Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$71,017	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2987	Teacher, Structured English Immersion	0.5			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-46
CTE Teacher - 11th grade RPL Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$29,525	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3569	Teacher, Structured English Immersion	0.25			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-47
CTE Teacher - 11th grade RPL Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$88,575	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3569	Teacher, Structured English Immersion	0.75			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-48
CTE Teacher - 10th/12th grade Engineering Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$46,670	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3662	Teacher, Structured English Immersion	0.375			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-49

**PROPOSED 2025-26 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 SPSS ACTIVITY	BUDGET ACTION NUMBER
CTE Teacher - 10th/12th grade Engineering Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$77,784	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3662	Teacher, Structured English Immersion	0.625			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-50
CTE Teacher - 10th grade -Computer Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$79,614	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	4185	Teacher, Structured English Immersion	1.0			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-51
CTE Teacher - 10th/12th grade Engineering Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$88,383	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	4222	Teacher, Structured English Immersion	0.625			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-52
CTE Teacher - 10th/12th grade Engineering Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$39,311	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	6194	Teacher, Structured English Immersion	0.375			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-53
Assistant Principal - 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.	\$155,550	Measure H: College & Career Readiness for All	1119	Certificated Teachers on Special Assignment Salaries	10450	11-Month Teacher on Special Assignment (TSA)	1.0			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.	305-54
Counselor - Hire an additional counselor to be aligned with a specific pathway and decrease counselor ratio across the board to 350:1	\$135,431	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	3264	Counselor	1.0			Hire an additional counselor to be aligned with a specific pathway and decrease counselor ratio across the board to 350:1	305-55
Counselor - Hire an additional counselor to be aligned with a specific pathway and decrease counselor ratio across the board to 350:1	\$27,465	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	4824	Counselor	0.2			Hire an additional counselor to be aligned with a specific pathway and decrease counselor ratio across the board to 350:1	305-56
College and Career Readiness Specialist - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$118,046	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	6452	Specialist, College/Career Readiness	1.0			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-57
Pathway Coach - Hire a pathway coach to support the continued growth and developemnt of Oakland Tech's Pathways/Academies	\$46,304	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	1292	Coach, College/Career Pathways	0.25			Hire a pathway coach to support the continued growth and developemnt of Oakland Tech's Pathways/Academies	305-58
Pathway Coach - Hire a pathway coach to support the continued growth and developemnt of Oakland Tech's Pathways/Academies	\$46,304	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	1292	Coach, College/Career Pathways	0.25			Hire a pathway coach to support the continued growth and developemnt of Oakland Tech's Pathways/Academies	305-59

[illegible]



## **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 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
- 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 October 3, 2024, and will be in effect for the period August 12, 2024, through May 29, 2025.

**The school will distribute this policy to all parents on or before October 10th, 2024 of the current school year.**

Martel J. Price  
Name of Principal

*Martel J. Price*  
Signature of Principal

10/3/24  
Date

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



## School-Parent Compact

### 2024-25

*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 2024-2025 school year.*

#### **School Responsibilities**

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

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

- 5) Provide all parents and family members, including those with limited English proficiency and those with disabilities, with opportunities to volunteer and participate in their child's class, and to observe classroom activities.
  - through arrangement with the teacher and/or school administration
- 6) Provide parents with materials and training to help them improve the academic achievement of their children.
  - through the Tech Parent University and Student Success Team meetings
- 7) Educate staff members in the value of parent and family member contributions, and in how to work with parents and family members as equal partners.
  - through professional development training provided to staff members, parent booster groups, and the Parent Teacher Student Association
- 8) Ensure regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
  - through the use of the Parent Square 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 October 3rd, 2024, and will be in effect for the period of August 12, 2024 to May 29, 2025.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on or before October 10, 2024.

**Martel J. Price**  
**10/3/24**

*Martel J. Price*

**Principal's Name**

**Signature of Principal**

**Date**

# Oakland Technical High School

## School Site Council Membership Roster

### 2024-2025

### SSC - Officers

Chairperson:	Courtney Marshall Turk
Vice Chairperson:	Orville Meaux
Secretary:	Jomauree

### SSC - Members

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Student (optional)	Term (1st or 2nd year term)
MARTEL PRICE	<b>X</b>					<b>n/a</b>
COURTNEY MARSHALL				<b>X</b>		<b>2</b>
ORVILLE MEAUX				<b>X</b>		<b>2</b>
EMMANUEL ONYEADOR		<b>X</b>				<b>1</b>
MARISOL BOYTES			<b>X</b>			<b>1</b>
COLLEEN EGAN		<b>X</b>				<b>2</b>
CHRISTINA ONG		<b>X</b>				<b>2</b>
EDAMEVOH					<b>X</b>	<b>1</b>
XAN					<b>X</b>	<b>1</b>
JOMAUREE					<b>X</b>	<b>1</b>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	2nd Tuesday of the month, 6:30-8:00pm, in the Library (or on Zoom)
--	--

#### SSC Legal Requirements (EC Sections 65000-65001):

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

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