

Board Office Use: Legislative File Info.	
File ID Number	26-1369
Introduction Date	6/24/26
Enactment Number	
Enactment Date	



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Oakland Technical High School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Oakland Technical High School



**2026-27 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 & Improvement
- Title I Targeted Assistance Program
- Local Control Funding Formula Equity Multiplier
- Targeted Support & Improvement

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

**Date(s) plan was approved:** 4/23/2026

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 blasts, etc.)

**Signatures:**

Martel Price  
Principal

*Martel Price*  
Signature

4/24/2026  
Date

Yvette Montellano  
SSC Chairperson

*Yvette Montellano*  
Signature

4/24/26  
Date

\_\_\_\_\_  
SELLS Representative (optional)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Vanessa Sifuentes  
Network Superintendent

*Vanessa Sifuentes*  
Signature

04/24/2026  
Date

Lisa Spielman  
Director, Strategic Resource Planning

*Lisa Spielman*  
Signature

4/17/26  
Date

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/18/2025	SSC	Reflected on progress and challenges, Collected input for next year's SPSA draft
1/26/2026	Faculty, Admin Team	Discussed proposed expenditures and priorities, Reviewed SPSA goals and strategies
2/12/2026	SSC	Reviewed SPSA goals and strategies, Reflected on progress and challenges, Collected input for next year's
2/16/2026	Admin Team	

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### **Credit Recovery Program**

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### **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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$749,280.00
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	\$1,311,582.00

### 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 Resource 3010	\$735,900
Title I Parent & Family Engagement Resource 3010	\$13,380
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$749,280</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$1,311,582.00</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$133,700
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$100,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$328,602
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$562,302</b>

**2026-27 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: 4/23/2026</b>	<b>Board Approval Date: 6/24/2026</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 programibg before and after school for struggling students.

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
53.0%	31.4%	20.5%	0.1%	18.3%	15.8%	70.9%	6.6%	4.3%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
46.0%	10.6%	15.5%	0.9%	0.2%	0.7%	70.4%	2.5%	90.4%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By June 2027, 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 School 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**

<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC ELA Distance from Standard Met	All Students	-28.7	15.0	21.7	-20.0	25.0
SBAC ELA Participation	All Students	65.6%	77.3%	75.0%	95.0%	85%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 6-12)	All Students	0.4%	5.2%	26.7%	52.8%	30.0%

**Mathematics/Science Measures & Targets**

<b>Measure</b> <small>*SBAC &amp; CAST data exclude participation penalty, if applicable.</small>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
SBAC Math Distance from Standard Met	All Students	-100.1	-70.5	-42.9	-50.0	-27.0
SBAC Math Participation	All Students	77.3%	77.3%	75.0%	95.0%	85%
California Science Test (CAST) Standard Met or Exceeded	All Students		20.1%	28.4%	11.7%	25.0%
California Science Test (CAST) Participation	All Students		44.3%	30.5%	95.0%	85.0%

**Graduation Measures & Targets**

<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>	<b>2026-27 New Target</b>
Four-Five Year Cohort Graduation Rate	All Students	90.8%	91.4%	94.0%	91.0%	92.0%
On Track to Graduate: 9th Grade	All Students	76.4%	80.6%	81.5%	80.0%	82.0%

On Track to Graduate: 11th Grade	All Students	71.6%	80.9%	66.2%	75.0%	80%
A-G Completion	All Students	79.8%	69.5%	74.9%	82.0%	80.0%
College/Career Readiness	All Students	63.0%	60.1%	73.5%	67.0%	75.0%

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

<b>School Goal:</b>	By June 2027, 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 School 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-64.4	-62.5	-107.3	-20.0	-50.0
SBAC ELA Distance from Standard Met	African American Students	-87.1	-38.6	-63.9	-60.0	-50.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 6-12)	All Students	2.1%		26.3%	70.4%	21%
SBAC Math Distance from Standard Met	Special Education Students	-129.7	-142.4	-169.4	-50.0	-40.0
SBAC Math Distance from Standard Met	African American Students	-177.9	-141.8	-143.8	-150.0	-120.0

**Reclassification Measures & Targets**

\*Reference [ELL Progress Data](#)

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	20.6%	7.9%	10.6%	25.0%	25.0%
LTEL Reclassification	Long-Term English Learners	24.5%	8.5%	12.0%	30.0%	30.0%

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

<b>School Goal:</b>	By the end of the 2026-27 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 School 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	2026-27 New Target
Student Connectedness to School	All Students	n/a	42.7%	40.7%	70.0%	70.0%
Out-of-School Suspensions	All Students	3.0%	3.7%	4.6%	2.5%	2.0%
Out-of-School Suspensions	African American Students	7.6%	7.8%	9.2%	5.0%	4.0%
Out-of-School Suspensions	Special Education Students	6.8%	7.9%	11.4%	5.0%	4.0%
Chronic Absenteeism	All Students	55.2%	25.1%	22.1%	40.0%	15.0%
Chronic Absenteeism	African American Students	68.2%	32.4%	31.2%	50.0%	25.0%

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

<b>School Goal:</b>	By May 2027, 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 School Need:</b>	- Celebrate staff - Improve climate and culture and connection among staff

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	84.1%	83.5%	83.0%	85.0%	85.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	By June 2027, 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.	48% of students that tested on the 2nd iReady diagnostic tested at or above grade level. 60% of our students tested proficient or at grade level on the 2024-2025 SBAC ELA assessments. New teachers seem to embrace the IM curriculum more than veteran teachers which means data from IM assessments is being obtained.
<i>LCAP Goal 2:</i>	By June 2027, the percentage of African American students scoring proficient in Reading will increase by 10% as measured by reading assessment (RI or i-Ready)	African American students are making small increases between diagnostics 1 and 2 on the iReady (3%) and are on pace to out gain last year's rate (5% overall); Office of Equity/Mastering Cultural Identity classes will focus on literacy instruction and work closely with ELA teachers to support 9th grade gains in literacy as measured by the iReady diagnostic systems.
<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% to 16%.	Our chronic absenteeism levels continue to fall steadily due to efforts to communicate expectations to students and families on a regular basis through emails to encourage parental excusals. The Administration has added consequences for students with an identified number of attendance violations related to tardies and unexcused absences which prevent students from participation in extracurriculars; Case Managers have been critical as they are making home visits, phone calls to students and families trying to encourage the students to attend while supporting them academically. Pathway teams continue to support and intervene for students that are having attendance issues as well. Setting up a Health and Wellness center to support students through their mental and emotional health issues will help students feel connected to school and improve attendance.
<i>LCAP Goal 4:</i>	By May 2027, 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.	Feedback opportunities are generally given at each of our staff and Professional Development meetings. We use Google forms to solicit feedback on upcoming events to gauge staff sentiments as they are impacted by various events that happen over the course of the day or week or month (i.e. asking teachers for a preferred testing window for the SBAC); PTSA provides support with Staff appreciation events and supports Principal use of discretionary funds to feed staff anytime there is a return from a break (first day of school, winter luncheon, end of the year luncheon) to help staff feel connected and valued.

Goal Area:	School Goal:	Priority Challenges
<i>LCAP Goal 1:</i>	By June 2027, 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.	Only 40% of students grew or maintained growth on the 2025-2026 iReady assessments as of the Mid Year assessments. There is a sentiment among staff that the test takes too much time to administer, which impacts their ability to teach. This resulted in less students taking the 2nd diagnostic and must be addressed. As far as the schools math goals, far too few of the teachers in the Math department are giving the IM assessments. There is thought among the body that the IM assessments are not useful to their instructional practice.
<i>LCAP Goal 2:</i>	By June 2027, the percentage of African American students scoring proficient in Reading will increase by 10% as measured by reading assessment (RI or i-Ready)	Far too few African American students took the second diagnostic assessment during the 25-26 school year; Data isn't being discussed with a great majority of our students or families as well, which in effect makes it just a test that students loathe as they lack the reading skills or the levels of resilience needed to show what they know. Oakland Tech will allocate Title I funding to support specialized instructional and student-facing roles aimed at increasing proficiency for focal student groups. This includes 1 New Counselor at 1.0 FTE, 1 Ethnic Studies/English Language Teacher at 1.0 FTE, and several Facilitators for African American Male Achievement (0.8 FTE), Latino American Male Achievement (0.8 FTE), African American Female Achievement (0.8 FTE), and Latina American Female Excellence (0.8 FTE). Please note that while up to these FTE amounts have been approved, the actual amount of FTE may differ. Any remaining Title I Student funds will be voted on by the Site Council to be directed toward technology or supporting additional positions if sufficient funds exist.
<i>LCAP Goal 3:</i>	By the end of the 2026-27 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate from 21% to 16%.	Early morning attendance continues to be a challenge; 50% of our students come from outside the traditional school boundaries which means public transportation or a commute to school by families. Students with IEPs continue to be a prominent subgroup that is chronically absent and far too many receive passing grades which does not encourage a return to school or positive attendance. Title I Parent Education funding will support LCAP Goal 3 at Oakland Tech by enhancing school-community partnerships to decrease chronic absenteeism. These funds are allocated for a Consultant Contract for a Parent Liaison, a Consultant Contract for Scholar Engagement, and Translation Services. Any remaining Title I Parent ED funds will be used toward further supporting these family engagement and attendance goals.

<i>LCAP Goal 4:</i>	By May 2027, 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.	The current budget situation and discussions of a potential strike are having an impact on staff culture and climate as some staff feel inclined to skip PDs or participate positively across the campus. A large staff of over 200 spread out over two physical campus locations makes it challenging as well.
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**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

Oakland Technical High School

**SPSA Year Reviewed:** 2025-26

**SPSA Link:** [2025-26 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.

The overall implementation of the current SPSA is a work in progress. Most of the actions associated with LCAP goal one have been implemented, but there is stalled progress on use of district assessment that would assist teachers with focused lesson planning that would impact student learning more effectively. As a result the progress towards LCAP goal 2 does not have enough data to show whether or not our African American are making enough growth gains. Our work towards LCAP goal 3 has been productive.

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

During the 2025- 2026 academic year, Oakland Tech made uneven progress in implementing strategies and actions meant to support its LCAP goals. .As far as LCAP goal 1, most if not all of our new teachers attended foundational curriculum training. Our TSA literacy Specialist continues the work around focusing on iReady and Fish Tank with pockets of success, with some resistance from others. Unfortunately we have not been able to get all of our Algebra 1, Geometry, and Algebra 2 teachers to support the IM assessment system. We did well to provide weekly collaboration time to PLCs and PD to internalize core curriculum in all core subjects and CTE aligned course and have made progress towards analyzing student work as a result to reflect on instruction. However, we also stated that we would give time and support for the scoring and data analysis of assessments for all teachers to more deeply understand student outcomes and our staff isn't quite ready to use data from IM or iReady in this manner. 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, we have held two learning walks and are planning a third for the spring of 2026 as well. . 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 SAFE 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 students populations can be addressed. Oakland Tech continues to provide Mental Health Services to students through COST; The hiring of an additional counselor to be aligned with a specific pathway and decrease counselor ratio across the board to 350:1 has been critical as it allows us to have a counselor on both campuses at all times. As far as LCAP goal #3 we need to do a better job of celebrating student achievement and attendance while implementing PBIS. We have focused primarily on the discipline aspects of attendance more so with sweeps and detentions and have only had one positive attendance celebration thus far in 2025-2026. Our maintenance of affinity groups as space for students connection is supported by the new Health and Wellness center in some respects, but we can do better, They have not been used as a basis for staff PDs at all this year. While we did hold a PD around communicating with families, I think that we need to do a better job of creating a space and culture across the school where this happens. We did have Case Manager s this year and they did their best to maintain a caseload of tier two students, but we had growing pains around them wondering if they should support pathways directly (academics) or should they support the work of our CSM/attendance. Unfortunately the budget cuts in 26-27 will not bring them back in 26-27. Our Pathway related support staff continue to be vitally important to the comprehensive nature of our school as they host 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. our Whole School COSTs continue to happen in an effort to support struggling students as well. 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. We ensure that our teachers have all basic supplies and technology through use of our budget and the support

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.

One change that will happen next year is I will bring some foundational learning to the school site for all teachers in a year long PD opportunity. We will allocate funds to encourage math teachers to enage in the IM assement opportunities. We may try a different strategy with iReady as well as the ELA teachers believe that it should be held by all teachers across the school. I am unsure how the new teacher contract will impact PD at thi s time but am prepared to make adjustmenst as needed.

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

<p><b>Title I Expenditure</b> <i>(describe expenditure in column a)</i></p>	<p><b>Target Addressed by Expenditure</b></p>	<p><b>Actions/Activities</b> <i>(e.g., what does this person or program do?)</i></p>	<p><b>What is working/not working? Why?</b>  <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i>  <b>INCLUDE qualitative or quantitative data.</b></p>	<p><b>Based on this evaluation, what will you change, continue, or discontinue? Why?</b></p>
<p>Translation Services</p>	<p>Student Connectedness to School</p>	<p>Translations services for SSTs, SSC meetings, Parent teacher conferences</p>	<p>Translation at parent meeting has positively impacted attendance.</p>	<p>Continue</p>
<p>Parent-Family Liaison</p>	<p>Student Connectedness to School</p>	<p>Employee arranges and facilitates all SSTs across the school; Privides 1:1 and group Parent Education opportunities and workshops.</p>	<p>Working: Over 150 SSTs held during the year for students; Supports the 3 Black Family Summitt events that seek to engage AA and inform parents of resources that are available to support their children. Holds 3 Parent Engagement workshops during the course of the year as well.</p>	<p>Continue</p>
<p>Facilitator: AAMA (.8 FTE)</p>	<p>On Track to Graduate: 9th Grade</p>	<p>Supports 9th grade AA male students during transition year to HS in efforts to help students stay on track with grades during the year; Teachers African American History to students</p>	<p>9th grade off track data of AA students is below district averages; Supports Cultrually Relevant Teaching Practices; Students are targeted during pathway match process ensuring they are aware of their choices; Teacher provides case management 1:1 support of students as idenfited by other 9th grade teachers.</p>	<p>Continue; Will pivot to use sections to idenifty students with liiteracy gaps to support literacy through the use of iReady platform.</p>

Facilitator: LAMA (.8 FTE)	On Track to Graduate: 9th Grade	Supports 9th grade Latino male students during transition year to HS in efforts to help students stay on track with grades during the year; Teaches Chicano History to students	9th grade off track data of Latino male students is below district averages; Supports Culturally Relevant Teaching Practices; Students are targeted during pathway match process ensuring they are aware of their choices; Teacher provides case management 1:1 support of students as identified by other 9th grade teachers.	Continue; Will pivot to use sections to identify students with literacy gaps to support literacy through the use of iReady platform.
Teacher Str Eng Immersion (1.0 FTE)	On Track to Graduate: 9th Grade	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	9th grade off track data of all 9th grade students is significantly below district averages; Supports Culturally Relevant Teaching Practices through use of Ethnic Studies curriculum; Uses iReady data to support literacy growth.	Continue
Counselor (1.0 FTE)	A-G Completion	Counselor supports students with A-G counseling; supports and intervenes on behalf of students in need that are identified by pathway teachers	D and F rate data among the students supported by this counselor is trending downwards; Student connectedness data is trending upwards. A-G eligibility rates slight upward tick.	Continue
5825 - Consultants -Parent Family-Liasion	Student Connectedness to School	Holds 1:1 academic and social emotional counseling sessions with students as part of the SST process.	D and F rate data among the students supported by this position expenditure does show a reduction after initial contact; Employee provides follow up services to students via email and meets with students as well for check ins	Continue

Facilitator: AAFA (.8 FTE)	On Track to Graduate: 9th Grade	Supports 9th grade African American Female students during transition year to HS in efforts to help students stay on track with grades during the year; Teaches African American History to students	9th grade off track data of Latino male students is below district averages; Supports Culturally Relevant Teaching Practices; Students are targeted during pathway match process ensuring they are aware of their choices; Teacher provides case management 1:1 support of students as identified by other 9th grade teachers.	New to 26-27
Technology for the Classroom	A-G Completion	Funding was not expended before fiscal deadline.	Funding was not expended before fiscal deadline.	Funding was not expended before fiscal deadline.

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b>	Oakland Technical High School	<b>SCHOOL ID:</b>	219
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<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>	<a href="#">Click here for guidance on SPSA practices</a>
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**LCAP Goal 1: All students graduate college, career, and community ready.**

<b>School Goal:</b>	By June 2027, 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.
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<b>Identified Need:</b>	Our students need to demonstrate mastery in literacy and math in order to be college and career ready.
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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

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

<b>School Goal:</b>	By June 2027, 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	African American 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 counselor ratio across the board to 350:1	All Students	Academic	Tier 1 - Universal
2-8	Hire a TSA to assist with Dual Enrollment implementation across the school	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 2026-27 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>	<ul style="list-style-type: none"> <li>-Students are coming to school but they do not stay in their assigned class during instructional time</li> <li>-Support behavior intervention plans (BIPs) are not implemented with fidelity</li> <li>- Increase/redevelop PBIS around positive attendance</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?
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

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

<b>School Goal:</b>	By May 2027, 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
4-9	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**

#	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 address the MH needs of our students	African American	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<a href="#">ELL Progress Data</a>		
#	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 2026-27 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
"Music Instructor - Hire credentialed A-G subject matter teachers "	\$25,550	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	0323	Teacher Structured Eng Immersn	0.30			Hire credentialed A-G subject matter teachers	305-1
"Drama Instructor - Hire credentialed A-G subject matter teachers "	\$10,386	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	3041	Teacher Structured Eng Immersn	0.10			Hire credentialed A-G subject matter teachers	305-2
Digital Media Instructor - Hire credentialed A-G subject matter teachers	\$27,560	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10155	Teacher Structured Eng Immersn	0.25			Hire credentialed A-G subject matter teachers	305-3
Digital Media Instructor - Hire credentialed A-G subject matter teachers	\$82,679	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10155	Teacher Structured Eng Immersn	0.75			Hire credentialed A-G subject matter teachers	305-4
Fashion CTE Teacher - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$34,176	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10369	Teacher Structured Eng Immersn	0.23			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.	\$56,961	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10369	Teacher Structured Eng Immersn	0.38			Hire credentialed A-G subject matter teachers	305-6
Yearbook/Art Teacher- Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S. "	\$27,831	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries		Teacher Structured Eng Immersn	0.20			Hire credentialed A-G subject matter teachers	305-7
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$1,519	Arts & Music in Schools (Proposition 28)	4399	Unallocated			0.00			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-8
School Office Supplies - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$61,940	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-9
Computer Academy Lead - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$34,744	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	0772	Teacher Structured Eng Immersn	0.20			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-10
"Fashion Academy Lead - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S. "	\$32,686	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	2527	Teacher Structured Eng Immersn	0.20			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-11

**PROPOSED 2026-27 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
"Health Academy Lead - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S."	\$30,738	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	2987	Teacher Structured Eng Immersn	0.20			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-12
Race,Policy, Law (Legal Studies) Lead - Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$25,791	California Partnership Academies (CPA)	1105	Certificated Teachers' Salaries	10154	Teacher Structured Eng Immersn	0.20			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	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.)	\$46,256	California Partnership Academies (CPA)	4399	Unallocated			0.00			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.)	\$48,314	California Partnership Academies (CPA)	4399	Unallocated			0.00			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.)	\$50,262	California Partnership Academies (CPA)	4399	Unallocated			0.00			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
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$55,209	California Partnership Academies (CPA)	4399	Unallocated			0.00			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-17
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$75,137	California Partnership Academies (CPA)	4399	Unallocated			0.00			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
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	\$42,426	College & Career Access Pathways Grant	1119	Certificated Teachers on Special Assignment Salaries	10967	TSA 11Mon 12Pay	0.25			Hire a TSA to assist with Dual Enrollment implementation across the school	305-19
Payment/Cost to OUSD Fiscal Services for processing the grant	\$2,867	College & Career Access Pathways Grant	7310	Interprogram Support/costs			0.00			Wellness Center Creation/Staffing to address the MH needs of our students	305-20
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$1,483	College & Career Access Pathways Grant	4399	Unallocated			0.00			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-21

**PROPOSED 2026-27 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.)	\$100,000	Expanded Learning Opportunities Program (ELO-P)	4399	Unallocated			0.00			After School Programming to promote a safe space for students while offering different types of learning opportunities/support.	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	\$25,456	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	10967	TSA 11Mon 12Pay	0.15			Hire a TSA to assist with Dual Enrollment implementation across the school	305-23
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	\$25,456	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	10967	TSA 11Mon 12Pay	0.15			Hire a TSA to assist with Dual Enrollment implementation across the school	305-24
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	\$33,941	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	10967	TSA 11Mon 12Pay	0.20			Hire a TSA to assist with Dual Enrollment implementation across the school	305-25
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	\$42,426	Golden State Pathways Program	1119	Certificated Teachers on Special Assignment Salaries	10967	TSA 11Mon 12Pay	0.25			Hire a TSA to assist with Dual Enrollment implementation across the school	305-26
Work Based Learning Coordinator - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$40,648	Golden State Pathways Program	2205	Classified Support Salaries	3018	Site Liaison Work-Based Lrning	0.25			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-27
Work Based Learning Coordinator - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$40,648	Golden State Pathways Program	2205	Classified Support Salaries	3018	Site Liaison Work-Based Lrning	0.25			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-28
Work Based Learning Coordinator - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$40,648	Golden State Pathways Program	2205	Classified Support Salaries	3018	Site Liaison Work-Based Lrning	0.25			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-29
Work Based Learning Coordinator - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$40,648	Golden State Pathways Program	2205	Classified Support Salaries	3018	Site Liaison Work-Based Lrning	0.25			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-30
School Office Supplies - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$244	Golden State Pathways Program	4310	School Office Supplies			0.00			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
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$2,483	Golden State Pathways Program	4399	Unallocated			0.00			Curriculum based PD during Department meetings (Lesson study/Create a Peer observation schedule for teachers to support and develop their skill teaching it.	305-32

**PROPOSED 2026-27 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
School Office Supplies - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$3,535	Golden State Pathways Program	4310	School Office Supplies			0.00			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-33
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$4,415	Golden State Pathways Program	4399	Unallocated			0.00			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
School Office Supplies - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$4,337	LCFF Supplemental	4310	School Office Supplies			0.00			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
Meeting Refreshments for schoolwide functions such as: Back to School Night, Academy Information Night, Information Night, ILT meetings	\$55,663	LCFF Supplemental	4311	Meeting Refreshments			0.00			Feed staff at least three times a year during PDs and meetings (Beginning of the Year, Mid Year, End of the year)	305-36
"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 "	\$73,700	LCFF Supplemental	1120	Certificated Teachers' Salaries: Stipends			0.00			Extended Contracts to support ILT focus and Staff and Department PDs focused on data related to I-Ready and Illustrative Math curriculum embedded assessments	305-37
"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 "	\$118,952	Learning Recovery Emergency Block Grant (LREBG)	1119	Certificated Teachers on Special Assignment Salaries	10969	TSA 11Mon 12Pay	1.00			Hire a TSA Literacy Specialist to support with Fishtank and I Ready assessment systems; Hire a TSA to focus on Dual Enrollment	305-38
"Community School Manager- Hire a Community Schools Manager to assist with Attendance, COST Coordination, and Student/Family support	\$183,889	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	7803	Program Mgr Community School	1.00			Use COST service providers to connect with Tier 3 students and families	305-39
Teacher-Librarian - Hire a Teacher Librarian to assist with library resource management and acquisition to encourage literacy among the student population while also teaching research skills to students	\$118,347	Measure G, Library Support	1205	Certificated Pupil Support Salaries	10158	Teacher Librarian	1.00			Hire a Teacher Librarian to provide literature and other programming while teaching traditional and digital research based skills to students	305-40
CTE Teacher - 10th grade Fashion Teacher	\$58,863	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	1482	Teacher Structured Eng Immersion	0.50			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-43

**PROPOSED 2026-27 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
CTE Teacher - 10th grade Fashion Teacher Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$58,863	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	1482	Teacher Structured Eng Immersn	0.50			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-44
CTE Teacher - 11th/12th grade Fashion Teacher Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$15,098	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2465	Teacher Structured Eng Immersn	0.13			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-45
CTE Teacher - 11th/12th grade Fashion Teacher Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$45,294	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2465	Teacher Structured Eng Immersn	0.38			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-46
CTE Teacher - 10th grade RPL Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$70,684	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2658	Teacher Structured Eng Immersn	0.80			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-47
CTE Teacher - 10th/11th grade Health Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$46,107	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	2987	Teacher Structured Eng Immersn	0.30			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-48
CTE Teacher - 11th grade RPL Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$15,567	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3569	Teacher Structured Eng Immersn	0.13			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-49
CTE Teacher - 11th grade RPL Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$108,970	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3569	Teacher Structured Eng Immersn	0.88			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-50
CTE Teacher - 10th/12th grade Engineering Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$38,227	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3662	Teacher Structured Eng Immersn	0.38			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.	\$63,712	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	3662	Teacher Structured Eng Immersn	0.63			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-52
CTE Teacher - 10th grade -Computer Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$106,381	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	4185	Teacher Structured Eng Immersn	1.00			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-53

**PROPOSED 2026-27 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
CTE Teacher - 10th/12th grade Engineering Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$52,384	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	4222	Teacher Structured Eng Immersn	0.63			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-54
CTE Teacher - 10th/12th grade Engineering Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	\$41,280	Measure H: College & Career Readiness for All	1105	Certificated Teachers' Salaries	6194	Teacher Structured Eng Immersn	0.38			Hire qualified CTE teachers associated with each pathway/academy at Oakland Technical H.S.	305-55
Counselor - Hire an additional counselor to be aligned with a specific pathway and decrease counsleor ratio across the board to 350:1	\$140,277	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	3264	Counselor	1.00			Hire an additional counselor to be aligned with a specific pathway and decrease counsleor ratio across the board to 350:1	305-56
Counselor - Hire an additional counselor to be aligned with a specific pathway and decrease counsleor ratio across the board to 350:1	\$41,261	Measure H: College & Career Readiness for All	1205	Certificated Pupil Support Salaries	4824	Counselor	0.40			Hire an additional counselor to be aligned with a specific pathway and decrease counsleor ratio across the board to 350:1	305-57
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.	\$170,646	Measure H: College & Career Readiness for All	1305	Certificated Supervisors', Administrators', and Instructional Coaches' Salaries	6277	Asst Principal, High School	1.00			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-58
College and Career Readiness Specialist - Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	\$128,241	Measure H: College & Career Readiness for All	2205	Classified Support Salaries	6452	Spec College/Career Readiness	1.00			Hire Pathway Related support staff (, Teachers, WBL, CCRS, College Access Partners)	305-59
Pathway Coach - Hire a pathway coach to support the continued growth and developmemnt of Oakland Tech's Pathways/Academies	\$93,321	Measure H: College & Career Readiness for All	2305	Classified Supervisors' and Administrators' Salaries	1292	Coach College/Career Pathways	0.50			Hire a pathway coach to support the continued growth and developmemnt of Oakland Tech's Pathways/Academies	305-60
School Supplies/Materials- Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$185,526	Measure H: College & Career Readiness for All	4310	School Office Supplies			0.00			Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-61
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$5,880	Title I, Part A Parent & Family Engagement	4399	Unallocated			0.00		A-G Completion	Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-62

**PROPOSED 2026-27 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
Consultant - SST meetings held by Parent/Family Liasion	\$7,500	Title I, Part A Parent & Family Engagement	5825	Consultants			0.00		Student Connectedness to School	Hire Parent/Family liasion to arrange and hold SST meetings/Parent Workshops/Tier 3 meetings with held by Parent/Family Liasion	305-63
Teacher Str Eng Immersion	\$90,842	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	2963	Teacher Structured Eng Immersn	1.00		A-G Completion	Hire credentialed A-G subject matter teachers	305-64
LAMA Facilitator - Hire a Latino American Male Achievement instructor(s) to teach Chicano History to at risk Latinx students	\$35,416	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	9871	Facilitator, Manhood Dev Prgm	0.30		Student Connectedness to School	Embedding 3 sections LAMA within the Master schedule to serve the unique academic needs and interest of our focal students.	305-65
AAMA Facilitator - Hire an Instructor for AAMA/Enroll all at risk 9th grade AA students in AAMA sections	\$29,443	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries	11334	Facilitator, Manhood Dev Prgm	0.30		Student Connectedness to School	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.	305-66
AAFE Facilitator- Hire an Instructor for AAMA/Enroll all at risk 9th grade AA students in AAMA sections	\$88,722	Title I, Part A Schoolwide Program	1105	Certificated Teachers' Salaries		Facilitator, AA Female Exc	0.80		Student Connectedness to School	Enroll all at risk 9th grade AA students in AAFE sections	305-67
"Counselor - Hire an additional counselor to be aligned with a specific pathway and decrease counsleor ratio across the board to 350:1 "	\$148,191	Title I, Part A Schoolwide Program	1205	Certificated Pupil Support Salaries	10142	Counselor	1.00		A-G Completion	Hire an additional counselor to be aligned with a specific pathway and decrease counsleor ratio across the board to 350:1	305-68
"Consultant - Arranges, facilitates SST meetings for all stduenst who are at risk/failing courses.	\$60,000	Title I, Part A Schoolwide Program	5825	Consultants			0.00		Student Connectedness to School	Hire Parent/Family liasion to arrange and hold SST meetings/Parent Workshops/Tier 3 meetings with held by Parent/Family Liasion	305-69
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$73,770	Title I, Part A Schoolwide Program	4399	Unallocated			0.00		College/Career Readiness	Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-70
Unallocated - Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	\$209,517	Title I, Part A Schoolwide Program	4399	Unallocated			0.00		College/Career Readiness	Ensure that teachers have all basic supplies and technology needed to support classroom instruction (LCD projectors, printers, chromebook carts, paper, pens, markers, etc.)	305-71
Teacher Str Eng Immersion - Teacher be located in the Health and Wellness Center. Will facilitate Peer Mental health lessons and debriefs with Peer Mentors wh support mental helath of students in need via referrals.	\$90,288	Peer-to-Peer Youth Mental Health Grant	1105	Certificated Teachers' Salaries	10982	Teacher Structured Eng Immersn	1.00			Provide Mental Health Services to students through COST.	305-72





## **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 9, 2025, and will be in effect for the period August 11, 2025, through May 28, 2026.

**The school will distribute this policy to all parents on or before October 20th, 2025 of the current school year.**

Martel J. Price  
Name of Principal

*Martel J. Price*  
Signature of Principal

10/9/25  
Date

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



## School-Parent Compact 2025-26

*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 2025-2026 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 Octoberber 9, 2025, and will be in effect for the period of August 11, 2025 to May 28, 2026.

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 20, 2025.

<b>Martel J. Price</b>	<i>Martel J. Price</i>	<b>10/9/25</b>
<b>Principal’s Name</b>	<b>Signature of Principal</b>	<b>Date</b>

## Oakland Technical High School School Site Council Membership Roster 2025-2026

### SSC - Officers

Chairperson:	Yvette Montellano
Vice Chairperson:	Courtney Marshall
Secretary:	Amy Martinez

### 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>1</b>
Keta Bown				<b>X</b>		<b>1</b>
EMMANUEL ONYEADOR		<b>X</b>				<b>2</b>
MARISOL BOYTES			<b>X</b>			<b>2</b>
Amy Martinez		<b>X</b>				<b>1</b>
Lester Mensinger		<b>X</b>				<b>1</b>
EDAMEVOH					<b>X</b>	<b>2</b>
Yvette Montellano				<b>X</b>		<b>1</b>
Lelena					<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)
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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**
- 32 Parents/Community Members
- 3 Students