

**SELF-STUDY VISITING COMMITTEE REPORT**

**ACCREDITING COMMISSION FOR SCHOOLS,  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES  
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

**FOR**

**OAKLAND TECHNICAL HIGH SCHOOL**

**4351 Broadway  
Oakland, California 94611**

**Oakland Unified School District**

**February 28, 2022 - March 2, 2022**

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## Preface

Oakland Technical High School (OTHS) executed this self-study with fidelity from Fall of 2020 to Spring of 2022. The WASC leadership team consisted of two Assistant Principals, the Community Schools Manager, and the Pathway Coordinator. The WASC leadership team met weekly, created a timeline for the self-study, reviewed WASC reference materials, selected 2022 WASC visit dates, attended virtual training, and assigned focus group leads, home group leads, and writing leads for each chapter of the WASC report. The team reviewed the critical areas of follow-up from the 2019 mid-cycle visit, reflected on the steps already taken to address and incorporate the recommendations into the schoolwide action plan, and planned for additional progress in these areas.

Stakeholder involvement was solicited through the Instructional Leadership Team (ILT), CTE career pathway teacher teams, 9th-grade house teacher teams, Collaborative School Site Council (CSSC), student representatives, Coordination of Student Services Team (COST), staff representatives, Parent Teacher Student Association (PTSA), and African American Student Action Planners (AASAP) parent representatives. Student, parent, and support staff home groups met regularly to review focus group work, provide input on preliminary critical student learner needs, complete the narrative of each section, and give input on the overall report. Members of the administrative team served as leads for each focus group of about 20 teachers. Focus groups added evidence, strengths, and weaknesses to their group's templates using google docs during professional development time, while home groups collected evidence through curricular departments, led by department chairs and their supporting administrators. The WASC Leadership team worked with the Administration Team and the ILT to select five prioritized areas of growth from Categories A through E and to collectively finalize Chapters 4 and 5 of the report.

The following types of data were used to validate the claims made in this report: CAASPP scores, pathway enrollment and achievement data, graduation rates, attendance, the California Healthy Kids Survey, and staff/student/parent survey data. The WASC Leadership Team and the Equity Team worked to collect schoolwide perception data, student achievement data, and instructional data, completed non-evaluatory walkthroughs through virtual classrooms, and conducted student and staff listening rounds. Members of the administrative team served as leads for each focus group of about 20 teachers. Department home groups and their supporting administrators collected sample student work and sample lesson plans. While analysis of perceptions data from all stakeholders was prevalent throughout the WASC process, analysis of student achievement data appears to be inconsistent across departments and pathways. OTHS has noted the need for consistent protocols for data collection and analysis to drive instruction and decision-making at all levels and has included this as one of their main areas for growth. It is unclear to what extent classified employees were included in the WASC process.

The WASC process dovetailed with the SPSA development and district LCAP goals. OTHS finalized focus areas for the WASC action plan/SPSA by addressing challenge areas and identifying steps for improvement. The WASC leadership team used an evaluation rubric aligned with the four districtwide LCAP goals to identify successes and preliminary areas for growth, which were shared with the administration team for feedback and discussion. The administration team analyzed schoolwide achievement data and analyzed strengths, challenges, and root causes in four areas aligned with the LCAP: 1. College/Career Readiness, 2. Focal Student Supports, 3. Student/Family Supports, and 4. Staff Supports. The WASC team also completed a "Future Visions" protocol to imagine an ideal future for OTHS and to expand

and clarify the collective vision. The administration was divided into four teams, each assigned to focus on one of the four LCAP areas. The administration team also completed 10-20 minute walkthroughs in over 90 of 105 classrooms using a common walkthrough tool.

OTHS's entire school program adequately meets the ASC WASC/CDE criteria while discussing academic standards and the schoolwide learner outcomes. They put significant emphasis on their Linked Learning pathway model, community-building through advisory, and have recently moved to a block schedule to promote student achievement. OTHS has articulated SLOs and has a shared commitment to progressing students towards mastery. Students are given choice in many aspects of their educational program including courses, pathways, and the projects they complete to show mastery of academic standards. The OTHS learning experience culminates with the senior capstone project, which all students complete in senior English classes.

The long-range action plan is aligned with the school's identified critical areas of need, which the visiting committee (VC) concurs are well-chosen goals to meet the needs of students, staff, and the community. There is a clear accountability system for monitoring the accomplishment of the action plan. Each goal has a rationale that aligns to student achievement data, LCAP goals, and SPSA goals. OTHS will endeavor to complete this work collaboratively during one of teachers' two periods off and administrators work to facilitate, monitor, and evaluate the effectiveness of these efforts. While OTHS does not yet have a PLC structure in place, the effective use of PLCs is at the heart of their action plan and this time will enable staff to carry out the action plan effectively.

**The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.**

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Involvement and collaboration among stakeholders in developing the self-study were highly inclusive and solicited feedback from ILT, CTE teams, house teams, CSSC, COST, PTSA, and a number of focus groups. The self-study was accurate overall, with some areas of oversight. The original Action Plan that was submitted to the VC included some goals that were strongly suggested by staff for inclusion, but were small in scope or potential impact on student achievement. After consulting with the VC, OTHS leadership updated their Action Plan to include more ambitious goals connected to areas of need.

## **Chapter 1: Progress Report**

The most notable development since the last self-study is the COVID-19 pandemic and the 18-month school closure that resulted. Many students experienced severe trauma, some became the primary caregivers for their siblings while their parents were at work, others had to get full-time jobs to contribute to their families, and many experienced severe mental health struggles as a result of their isolation. Still, other students were able to continue learning and were less impacted. This has led to greater readiness levels amongst students that teachers are working to balance in their classrooms. Also, since the return to school, teachers report lower levels of student engagement and more reluctance to speak publicly and collaborate, which they are working to address through structured student talk routines and carefully planned collaboration opportunities.

OTHS continues to strive to close the achievement gaps that continue to persist through new intervention programs, including adding new restorative justice classes, such as the African American Female Achievement class, which began in 2021-2022. 2021-2022 also marks the

first year all sophomores have been enrolled in the wall-to-wall academy model, which promotes college/career readiness through project-based learning. OTHS has experienced slight declines in A-G completion rates, which can be attributed in part to the pandemic. From 2018 to 2020 African American students had a 6.3% increase in A-G graduation rates largely due to teachers' work around equitable grading.

After the 2015 self-study visit, OTHS was placed on a two-year probationary status which was subsequently lifted in 2018. In 2019 OTHS resumed its normal WASC cycle with a standard three-year mid-term visit. The Action Plan was revamped to align with the SPSA, four clear school goals were established, significant student-support programs were strengthened, facilities upgrades occurred, a new bell schedule was developed, and new curricular programs, including the Race, Policy, & Law Academy, were implemented. OTHS has also made a robust effort to incorporate the WASC process into its ongoing planning and goal setting, and school administration has made sure various stakeholders understand and are committed to school improvement through the WASC process. As part of the 2019 mid-cycle visit, Oakland Tech followed up on each of the WASC teams' critical areas for follow-up from both the 2015 self-study and the 2018 probationary visits. In response to the mid-cycle report, OTHS redesigned their 22-point action plan into a four-point plan that was integrated with the SPSA, increasing the action plan's leverage, broadening stakeholder participation, framing school goals within the district-wide LCAP goals, and aligning the WASC processes with the site's budget priorities and timeline.

### **Progress on Critical Areas for Follow-Up**

OTHS has addressed all critical areas of follow-up from the 2019 mid-cycle visit, in part or whole. Growth Areas 1,3,4,5 will not appear in this VC's recommendations because these goals have been met, while OTHS has decided to continue working on Growth Area #2 which pertained to academic writing.

#### **1. In the area of pathway development (Goal #1), OTHS continues to explore ways to incorporate students who arrive at Tech after 9th-grade into the school pathways.**

This critical area for follow up was supported by LCAP Goal #1: "All students graduate college, career, and community ready" and corresponding school goal "Through the pathway model and a culturally responsive lens, all students will receive a rigorous learning experience, college and career planning coupled with appropriate student supports to ensure all students will graduate college and career ready" in the SPSA/action plan. To accomplish this goal, OTHS reduced the student-to-counselor ratio by increasing the counseling team by 2.0 FTE (from 4-6 counselors), including 2 counselors for the 9th-grade pathway. At present, one of the counselor positions remains vacant due to a lack of qualified applicants, but funds have been allocated to fill this position and hiring is in process. Students who transfer to OTHS after the 9th grade meet 1-1 with their academic counselor and are incorporated into their pathway of choice when space allows.

Student choice is preferred in all placements, as OTHS sees the value of students studying what they are passionate about since that increases student achievement. For the 2022-2023 school year, 80% of students received their first choice of pathway and the remaining 20% received their second choice. In addition, Special Education case managers work with pathway teachers to incorporate students with IEPs into pathway classes of their choice. During the 2020-21 school year, 100% of 10th-grade scholars and more than 80% of 10th-12th grade scholars were enrolled in one of the career pathways, as opposed to only 50% of 10th-12th grade scholars at the time of the 2015 self-study. OTHS places 9th grade "at-risk" students first in their pathways of choice during the pathway selection process, and administrators work to counsel 11th and 12th-grade level students who are chronically truant or struggling academically who are not in pathways into a pathway of choice. The addition of a 7-period modified block bell schedule also allows more room in students' schedules for pathway elective classes. As a result, 11th and 12th-grade students who need to complete credit recovery

classes or make up graduation requirements from previous years are able to do so, while still taking part in their pathway classes. It has also opened up more room in 11th and 12th-grade students' schedules to take electives, Dual Enrollment, and AP courses outside of their pathway courses, in addition to their pathway courses.

**2. In the area of improved literacy (Goal #3), more systematically incorporate writing across each content area.**

This critical area for follow up is supported by LCAP Goal #2: "All students graduate college, career, and community ready," and corresponding school priority "Incorporate team data systems so that staff can routinely review, analyze and interpret data to drive instructional practices" in the SPSA/action plan. Literacy and writing are regularly incorporated into each content area's curriculum, including CTE, VAPA, and PE classes at OTHS. 9th-grade Humanities teachers use a variety of evidence-based writing strategies to promote student literacy including the TIEDIEDS analytical paragraph structure, although the use of this structure was not evident on walkthroughs, and teachers outside of the 9th-grade team reported using other frameworks. 10th-12th grade pathway and program teams work together to analyze student written work using a low, medium, high reflection protocol as data to inform ongoing writing instruction and to promote vertical alignment. 12th-grade teachers from across disciplines meet monthly through Oakland Unified School District to ensure students are working towards the literacy skills required for a 12th-grade Capstone research project and paper within their pathways and programs. Staff cited a need for greater vertical and horizontal alignment to promote consistency amongst grade-alike courses and to prepare students for the senior capstone.

As a result of the school closures and return to distance learning in 2020-21, OTHS shifted their literacy focus towards CCSS speaking and collaboration skills over Zoom, realizing the added importance of fostering positive social and academic interactions between students and opportunities for students to collaborate, to respond to the trauma and isolation of the pandemic. Teachers incorporated a wide variety of technology platforms and engagement strategies to encourage verbal academic language use and collaboration over Zoom. The self-study indicated that with the return to in-person instruction, teachers continue to attempt to use structured group work, Socratic Seminars, debates, mock interviews with career professionals, and formal research presentations to encourage speaking skills. The VC observed little student-to-student talk in classrooms with most teachers lecturing or students working silently on their assignments.

Because the pandemic interrupted efforts to develop writing across the curriculum, this remains the sole growth area from the previous mid-cycle report that the school is choosing to retain as a continued area for growth.

**3. In the area of development of a 7-period block schedule (Goal #4), continue to emphasize the inherent benefits to students, particularly as it relates to supporting pathways by giving students more options, by ensuring the rollout is a professional development priority.**

This critical area for follow up is supported by LCAP Goal #4: "Students and families are welcomed, safe, healthy, and engaged", and corresponding school priority, "To provide staff with data-driven professional development to increase academic achievement and to provide scholars with sound, 21st Century researched-based lessons that will ensure they are college and/or career ready" in the SPSA/action plan. The administration worked with the ILT, the teacher's union, Faculty Council, and district officials to design and implement a seven-period modified block schedule, which incorporates a 45-minute advisory period twice each week, in order to allow for intervention, social-emotional support, and reduce student stress. The planning for this new block schedule was born out of extensive research, full-day site visits with teacher representatives to other schools, and collaboration between teachers, support staff, and administrators. The administration also provided ongoing professional development through whole staff, department, and pathway collaboration time around modifying lesson plans from a 90 minute to a ninety-minute period using Zaretta Hammond's Culturally Responsive Teaching

framework for an “ignite, chunk, chew, review” structure. Teachers also had collaboration time to redesign their unit plans to accommodate the instructional minutes lost per course as a result of increasing the number of classes in the school day and to strategize around uses of advisory and the short Monday periods. While staff have been provided with professional development around SEL and support for new teachers, the use of engaging and culturally relevant teaching remains an area for growth.

**4. Continue to articulate various plans (Action Plan, LCAP, Pathway goals, etc.) into SPSA in order to concentrate resources (time, money, staff development, etc.) into the highest priority areas.**

This critical area for follow-up is supported by LCAP Goal #1: “All students graduate college, career, and community ready,” and corresponding school priority “Incorporate team data systems so that staff can routinely review, analyze and interpret data to drive instructional practices” in the SPSA/action plan. As described in the preface, OTHS has worked to embed the WASC action plan into the SPSA since 2018 and will continue to do so after this self-study is complete. OTHS has a process in place to seek parent, student, teacher, and administrator input into the SPSA/action plan.

**5. The school should use the WASC Action Plan as a means to support broad system-wide improvements in governance, curriculum, instruction, assessment, and culture. The power of the Action Plan is in its integration into other initiatives to best leverage improved student outcomes. Moreover, continue to review the Action Plan annually to ensure it is articulated with the SPSA and other plans.**

This critical area for follow-up is also supported by LCAP Goal #1: “All students graduate college, career, and community ready,” and corresponding school priority “Incorporate team data systems so that staff can routinely review, analyze and interpret data to drive instructional practices” in the SPSA/action plan. OTHS’s SPSA aligns our resources to system-wide improvements in governance, curriculum, instruction, assessment, and culture. CTE pathways also annually analyze pathway-specific student data to support these processes. Some parents in the parent group had a moderate understanding of the WASC process and others reported limited knowledge or engagement with the process. Students reported having limited involvement in decision-making processes.

The return to in-person instruction for 2021-2022 has led to a focus on addressing unfinished learning, creating an atmosphere of authentic care/belonging, equitable assessment practices that incorporate student voice, and speaking skills/using academic language. Departments plan to hone which CCSS they focus on as OTHS transitions into a block schedule and emphasize depth over breadth.

**The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

OTHS was thorough and conscientious in their adherence to the previous VC's accreditation findings and recommendations. When considered in the context of a global pandemic that caused upheaval in the education space, OTHS's efforts are even more superlative. A concerted effort to align the Action Plan with LCAP and SPSA generated consistent work among staff to address critical areas of follow-up. Students arriving to OTHS after 9th grade have been incorporated into pathways with an increasing emphasis on student choice, and dual enrollment and AP opportunities are growing. Massive stakeholder collaboration yielded a new 7-period block schedule which will drive student choice, graduation requirement completion, elective participation, and staff collaboration. Returning to in-person instruction has allowed OTHS to resume work toward critical areas of follow-up.

## **Chapter 2: School and Student Profile and Supporting Data**

Oakland Technical High School (Oakland Tech, Tech, OT, OTHS) was established in 1914 in Oakland, California, and is rich in culture and history. OTHS encompasses two campuses on 13 acres in North Oakland and is one of three comprehensive high schools in the Oakland Unified School District (OUSD), Oakland, CA. OTHS serves a diverse population of 1,960 students in grades 9-12 on the lower and upper campus (Source: 2020 California School Dashboard). The strength of the school continues to be its excellent academic reputation and emphasis on maintaining small learning communities while enjoying the spirit and school climate of a comprehensive high school. The environment on campus is urban in culture with diverse metropolitan attitudes. The proximity of the University of California, Berkeley, California State University, East Bay, a myriad of private colleges and universities, and the Bay Area's business community has created a socially rich community with high academic expectations and a strong belief in quality public education. The school boasts championship athletic teams, vibrant arts programs, and more than 30 active student clubs. Its alumni have reached national prominence in athletics, the arts, business, and politics. OTHS parents and community members are very involved, as for example, when they responded to the need for a baseball field in North Oakland by organizing a "Field of Dreams" fundraising and construction effort.

The OTHS student population reflects the diversity of Oakland in terms of ethnicity, culture, and socioeconomic status. Currently, the demographic makeup is 26.6% African American, 23.9% White, 20.4% Hispanic or Latino, 16.2% Asian, 1.0% Filipino and less than 1% American Indian or Alaska Native and Pacific Islander. Oakland Tech is a Title I federal funding eligible school in which approximately 49% of the students qualify for free or reduced-price lunches. To minimize achievement gaps, each year OTHS has made modifications to its curriculum and added interventions for struggling students. The graduation rate hovers above 90%. In 2018-19, 74.7% of students completed A-G requirements, 75% in 2019-20, and 72.7% in 2020-21.

### **MISSION STATEMENT**

- All members of the Oakland Tech community will work cooperatively and respectfully to create and sustain a peaceful, safe, and clean environment where all students will be provided with enriching curriculum and substantial support.
- All students at Oakland Tech will strive to meet high expectations of character and academics.
- As a result of these commitments, all Tech students will graduate:
  - With the academic and social skills to pursue their future goals with confidence,

through college, career training/apprenticeship programs, or immediate meaningful employment.

- Feeling empowered and ready to be responsible citizens within their communities."

## **VISION STATEMENT**

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, career and community-ready.

## **Student Learning Objectives (SLOs)**

As a result of the education they receive at Oakland Tech, all students will become...

**Effective Communicators who demonstrate proficiency in writing, reading, listening, speaking, and presenting.** Indicators:

- Students use writing as a means of understanding and learning new concepts.
- Students write expository, persuasive, analytical, and creative pieces.
- Students prepare oral, written, visual, and artistic presentations.

**Skillful users of technology who access, organize, process, and evaluate information in both traditional and digital formats from a variety of sources.** Indicators:

- Students conduct research using paper and digital resources with attention to the reliability of sources and integrity of others' work.
- Students communicate with others using a variety of devices.
- Students use appropriate technology to exhibit their work.

**Problem-solvers who use algebra and other mathematical strategies to solve both theoretical and real-world problems.** Indicators:

- Students complete Algebra 1 with a C or better by the end of 9th grade.
- Students complete a minimum of two additional math courses.
- Students apply problem-solving strategies in their other courses, especially science.

**Active participants in a career-building/college-going culture who possess a toolkit of skills and information that leads to college admission and entry to interesting careers.**

Indicators:

- Students meet or exceed UC "a-g" requirements.
- Students access the College and Career Center on campus.
- Students research basic information about a variety of colleges and careers.
- Students learn basic information about ways to finance a college education.

**Contributors to the community who live with integrity, show respect for others and exhibit good citizenship.** Indicators:

- Students participate in extracurricular activities such as sports, clubs, drama, dance, and musical performances.
- Students work together to improve the welfare of others.
- Students honor diversity and respect individual differences.

The following is a statement of values that OTHS uses to guide its SEL and positive behavior reinforcement system.



## Core Pillars

- 1) **Positive Expression:** We use our words to positively express ourselves and encourage each other, because we all deserve to be heard and respected.
- 2) **Honor:** We honor each other's voices, beliefs, and personal space, because what is play and affection to one person can be harassment to another.
- 3) **Focus:** We commit to keeping each other focused, because we can't excel in our education if we're disengaged or distracted by noise and side conversations.
- 4) **Community:** We collaborate to build a supportive community, because a culture of connection and support makes us all stronger.

Oths has seen an increase in suspensions amongst African American students this school year after returning to in-person learning, largely due to the trauma related to the pandemic and an increase in violence in Oakland this year. The data reveals that 96% of suspensions in 2021-2022 for African American students were violence-related. As a result, Oths is working to address these concerns by providing a week of healing, student listening campaigns, increased climate and culture opportunities (e.g., field trips, listening campaigns, student activities), SEL and sexual violence prevention lessons during advisory, implementing at Parent Patrol, increasing Restorative Justice opportunities and training, and increasing the number of Culture Keepers and Credible Messengers onsite.

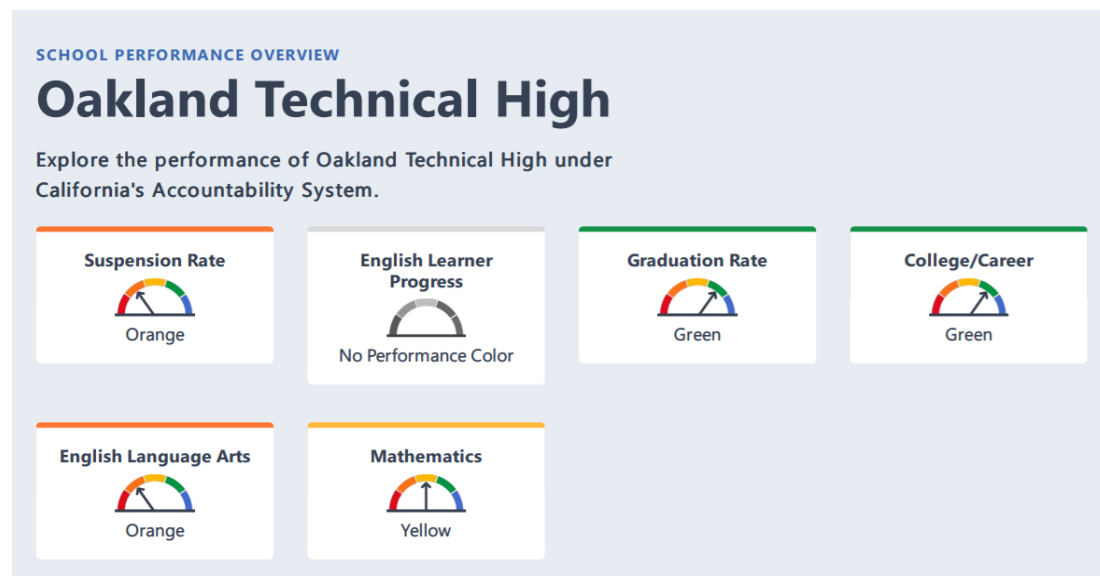
Oths has identified the following as major student learner needs: Improving school culture, belonging, and campus safety, while identifying culturally relevant teaching practices as a secondary learner need, after seeing students struggle with engagement. The VC concurs with the need to improve school climate and belonging and campus safety, as well as the need for culturally relevant teaching to promote student engagement. The VC would add the need for MTSS Tier 1 interventions to support struggling students.

## Key Performance Data

CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment  
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-2019	School 2019-2020	District 2018-2019	District 2019-2020	State 2018-2019	State 2019-2020
English Language Arts / Literacy (grades 3-8 and 11)	54.0%	N/A	36.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	34.0%	N/A	29.0%	N/A	39%	N/A

## 2019-2020 CA School Dashboard Data



**Cohort Graduation Rates**

Name	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
<a href="#">Oakland Technical High</a>	489	450	92.0%	329	21	0
<a href="#">Oakland Unified</a>	3,640	2,806	77.1%	1,870	176	157
<a href="#">Alameda County</a>	17,846	15,504	86.9%	9,534	2,353	4,541
<a href="#">Statewide Total</a>	500,179	417,919	83.6%	217,910	61,976	111,368

**Disaggregated Graduation Rates**

Race / Ethnicity	Cohort Students	Regular HS Diploma Graduates	Cohort Graduation Rate	Graduates Meeting UC/CSU Requirements	Graduates Earning a Seal of Biliteracy	Graduates Earning a Golden State Seal Merit Diploma
African American	120	108	90.0%	71	1	0
American Indian or Alaska Native	*	*	*	*	*	*
Asian	84	81	96.4%	70	2	0
Filipino	*	*	*	*	*	*
Hispanic or Latino	95	84	88.4%	48	5	0
Pacific Islander	*	*	*	*	*	*
White	128	119	93.0%	99	9	0
Two or More Races	42	41	97.6%	28	2	0
Not Reported	*	*	*	*	*	*

**Chapter 3: Quality of the School's Program****CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES****A1. Vision and Purpose Criterion**

OTHS has a clear and coherent vision statement, school-wide learner outcomes, and an annually updated student/community profile. They also have core pillars (honor, community, positive expression, and focus) that show the school's values. These are all posted in the handbook and on the OTHS website. The vision is to be a model for equity and access from using high-quality pathways and social-emotional learning to ensure all students take ownership of their learning, engage in rigorous academic discourse, and graduates are college, career, and community ready. OTHS has five graduate outcomes that correlate with the district's four LCAP goals and with common core, A-G requirements, and diversity of the community. In addition to the school-wide vision, pillars, goals, and initiatives, each pathway has its own vision, mission, and graduate outcomes to reflect that pathway's philosophies. These are learned through participation in the pathway with their CTE and common core standards. The school reflected upon the vision, mission, and learner outcomes following the last WASC visit, and a new vision statement was created for virtual learning including culturally responsive teaching. CTE pathway teams reflect annually on their vision, mission, and graduate outcomes and make changes as needed.

**Vision and Purpose that supports high achievement for all students. Defining of the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Oakland Technical High School's Vision and Purpose support high achievement for all students. The Mission and Vision Statements are clear in their support of outstanding outcomes for students through empowerment, ownership, and preparation for college, career, and community success. The community understands and supports OTHS's vision and purpose as evidenced by the VC's interactions with all stakeholder groups including district and site-level admin, staff, families, and students.

## **A2. Governance Criterion**

OTHS's stakeholders understand that OTHS is governed by the Oakland Unified School District (OUSD) Board and understand how they can be involved in the governance of the school. The Board is composed of nine members, seven of which are Directors assigned to their own district. The Board is responsible for budgetary, curricular, and policy decisions, and is compliant with all state regulations including the Brown Act. The Board maintains policies that include: Philosophy, Community Relations, Conflict of Interest, Administration, Business and Non-Instructional Operations, Personnel, Students, Instruction, Facilities, and Board Bylaws. The Board provides opportunities for stakeholder involvement that includes administration, faculty, parent, and student reports at Board meetings. They partner with Oakland Kids First to train students to advocate for equity throughout the district. Representatives from OTHS also support district-wide student advocacy through the All-City Council (ACC). OTHS's site goals, outlined in their SPSA, are aligned to OUSD's goals. Leadership at the district and site levels report that study of data and strengths, challenges, and root causes in four areas aligned with their LCAP, namely College and Career Readiness; Focal Student Supports; Student and Family Supports; and Staff Supports. There is broad agreement and overlap among the LCAP, SPSA, and WASC Self-Study Report.

OTHS leadership understands and utilizes Uniform Complaint Procedures, provided by OUSD's Board, that are compliant with Title IX and all applicable laws. Physical forms are available at all school sites, and the footer of every page in OUSD's website contains a notice of non-discrimination, as well as a link to contact the district Ombudsperson and directions for filing a complaint. OTHS, however, does not have these forms or policies available on their school website. As this was an area of focus within the self-study, the VC recommends that OTHS incorporate the UCP form and protocol into their website, and make it widely known to all stakeholders how and when to use them to report acts of discrimination, sexual harassment, and bullying.

**Governance that supports high achievement for all students.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

OTHS is managed by a talented, committed, and highly-qualified team of site administrators who have the full support of their Executive Director and OUSD. The governing Board is engaged in supporting OTHS in their rollout of MTSS and a revamped discipline matrix. The district has worked with several local advocacy groups including the All-City Council to gather

input on matters affecting OTHS. OTHS leadership understands the district's Uniform Complaint Procedures and the role of the District Ombudsperson and is working to increase clarity for its student and family stakeholders.

### **A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion**

OTHS has several broad-based and collaborative processes in place that encourage shared ownership of data and decision-making. Site leadership and parent groups indicated that they feel well-represented and welcomed into discussion around initiatives, policies, and addressing concerns. The OTHS leadership team meets weekly to discuss operational issues, review data, and monitor student learning outcomes. The High School Faculty Council also meets weekly over lunch to collaborate with the Principal on issues of operations, culture, and communication. The Faculty Council has been part of approving schedule changes, school events, and policy changes. Starting in the 2019-20 school year, the Faculty Council also created a new Staff Handbook, a revised Dress Code, and a new initiative around an Advisory period that was implemented in 2021-22. OTHS also has an active ASB, an Instructional Leadership Team of faculty chairs, a COST team, and an Equity team that meet regularly. A glowing example of collaborative change is the current Block Schedule, which was the result of research, data analysis, and discussion among myriad campus groups. VC interviews and focus groups reported greater opportunities for student academic support, increased variety of elective offerings, and a measurable increase in the number of students meeting or exceeding A-G graduation requirements. Staff also benefit from the new schedule with additional prep time, including a common prep that encourages collaboration. OTHS should continue to work on eliminating the disparity in demographic data that is observed in all pathways and programs. In addition to this, a focus should be placed on curriculum and MTSS Tier 1 strategies that allow students on IEPs and EL students to successfully access these pathways and programs.

The OTHS SPSA and WASC action plan are aligned, and share key areas of growth with OUSD's LCAP. The school will implement a robust system of teacher peer observation and share accountability through a PLC model. Current staffing shortages due to COVID-19 have slowed the implementation of these practices. In the self-study, OTHS leadership expressed concern over communication between the district, site, and family levels. OTHS has already implemented new, student-friendly means of disseminating information. Parent stakeholders have expressed that communication has already improved since this goal was identified, and site leadership indicates that growth occurred between the end of 2020-21 and the present. As a result, this area of previous need has become a strength to celebrate.

***Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

OTHS stakeholders are welcomed into planning and improvement discussions and feel comfortable voicing suggestions and concerns. The school has worked diligently to address areas of need from the previous WASC VC report and was very responsive when reviewing and adjusting current goals and actions. OTHS leadership has done a great deal of work to align critical guiding documents including its SPSA, LCAP, and WASC Action Plan. The implementation of a PLC model for staff to use collaborative prep time has stalled during the return to in-person instruction and its associated challenges, and as a result, there have been fewer opportunities for collaboration and for leadership to ensure staff accountability for

collaborative structures.
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#### A4. Staff: Qualified and Professional Development Criterion

OTHS has confidence in district and school procedures to ensure that leadership and staff are qualified. In spite of high turnover and a nationwide staffing shortage, OTHS continues to operate with a high percentage of highly-qualified, appropriately-credentialed staff and relatively few vacancies, as reflected in SARC data (see below). New teachers receive a variety of supports. OTHS has assigned one member of the administrative team to hire and support well-qualified instructional staff. A hiring committee is formed each winter, composed of teachers, support staff, and nominated students who are part of candidate interviews and selection. OTHS acknowledges that staffing has been an issue in the past two years, primarily due to the pandemic, and has hired two STIP substitutes to provide coverage.

Teachers	School 2018- 2019	School 2019- 2020	School 2020- 2021	District 2020- 2021
With Full Credential	94	99	85	1460
Without Full Credential	9	11	20	432
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

OTHS supports professional development and learning through a variety of ongoing professional development for new and veteran teachers. A New Teacher TSA leads OTHS's New Teacher Support program. In addition to initial onboarding for new staff, offerings include workshops, peer circles, 1:1 coaching, technical support, and ongoing observations for teachers in their first three years at the school. The New Teacher Support Circle occurs weekly; the first semester focused on building trust and the second semester focused on problem-solving around dilemmas.

In the 2020-2021 school year, staff received site-created virtual professional development sessions around equity, SEL, culturally responsive teaching practices, RJ circles, personal well-being, and self-care during the pandemic, mental health, and the COST Team. Professional development offerings were made in collaboration by the ILT and Equity team after a review of school site data. Teachers are surveyed after each training to collect sentiment and requests for future training. The vast majority of respondents agreed or strongly agreed that they were ready to implement the focus of the professional development sessions in their classrooms. Wednesdays have dedicated professional development time built into the bell schedule, and meetings during this time rotate between whole staff, department, pathway, and flexible grouping. External training opportunities are well-attended by Oak Tech staff, including OUSD's PBL series and content area training. CTE courses have access to their own specialized pool of funding for materials and training.

OTHS provides an effective framework for teachers to identify professional development needs through analysis of student data. Teachers are surveyed after each development opportunity, and the leadership team uses these results to determine whether additional training is needed, or a new area of need has been identified. Evidence from staff surveys and WASC virtual walkthroughs suggested professional development practices were relatively effective. A key component of OTHS's professional development is peer collaboration; however, conversations with staff during the visit called into question the consistency and effectiveness of those collaborations across the school site. During collaboration meetings, faculty focus on learning



outcomes and academic achievement. The visiting committee sees a need for additional accountability and follow-up for collaboration time, which may be facilitated through the incipient PLC process. Oakland Tech implements somewhat effective supervision and evaluation which follows the OEA/OUSD Oakland Effective Teaching Framework. Teachers new to OTHS receive multiple observations during the course of a school year, while tenured teachers may be observed and evaluated once every one to three years. If areas of concern are identified, additional observations and support are arranged. Tenured teachers may also benefit from additional support and accountability. VC interviews and focus groups have identified a culture of autonomy among teaching staff that leads to individual excellence in some cases while making it difficult for OTHS to gain traction with schoolwide instructional initiatives.

The school implements a clear system to communicate administrator and faculty written policies and procedures. While the self-study indicated a need for more effective communication, all VC conversations and focus groups indicated that communication issues had been largely resolved at the time of the visit.

**Staff: *Qualified and Professional Development that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

OTHS attracts and retains highly qualified staff at a level that is especially impressive given the context of national teacher shortages. Professional development opportunities are a blend of external and internal training guided by analysis of student data as well as staff surveys. Feedback is collected after each professional development session, though more explicit connections between training and student outcomes could be made through quantitative data collection and analysis. Teachers are highly motivated and also highly autonomous. This has led in some cases to very different learning experiences and outcomes for students depending on which teacher they are paired with. The VC recommends greater emphasis on vertical and horizontal alignment of curriculum and instruction, something that should be well-supported by the new block schedule and PLCs. With the sole exception of making the UCP accessible on OTHS sites (it is prominent throughout OUSD's website), communication of school practices and decision-making processes is clear.

## **A5. Resources Criterion**

Resource allocation at OTHS is determined by student needs, learning outcomes, and a combination of SPSA and LCAP goals, which are aligned with WASC action plan goals. The SSC is responsible for conducting an annual needs assessment, ensuring that stakeholders from all areas of the school are included. SSC develops a budget to address areas of need and meets monthly to provide updates to the community on current goals and progress. OTHS's budget is reduced from previous years, due in part to declining enrollment and more rigorous management practices at the district level. Pathways each receive funding from various grants and state measures aligned with Pathway goals. This allows each Pathway to pay for materials, experiences, and programming that would not otherwise be provided for in the school's regular budget. Dual Enrollment courses and college and career exploration experiences are two key examples of externally funded programs.

Measure N funds come from a city parcel tax that provides funding to promote college and career readiness at the time of students' graduations. These funds are the primary discretionary funds beyond teacher salaries and are used to support two key initiatives: 1) Wall-to-wall linked learning pathways that provide real-world learning through internships, job shadowing opportunities, and field trips, and 2) Student support personnel. Measure N funds have been

allocated to hire one additional assistant principal to oversee one of the pathways, two additional counselors to ensure students are appropriately placed in pathways, and five student support specialists who each support students in one pathway. These support staff are seen as highly valuable by students, parents, and teachers, but some of these jobs are at present vacant due to a lack of qualified applicants.

OUSD determines site budgets based on enrollment, allocations, Title I, and LCAP data each year. Site administrators receive budget overviews in early spring to prepare for the upcoming school year. OUSD utilizes Alameda County's Escape system to manage its financial, payroll, human resources, and credentialing records. Escape provides a permissions-driven workflow that allows staff to request resources and expenditures while ensuring that the correct supervisor reviews and approves requests as appropriate.

OTHS's facilities are impressive and immaculately maintained. Though the main building was constructed in 1914 and received official Landmark status in 1985, the facility is in good repair per the most recent SARC. Walkthroughs allowed the VC to appreciate the impressive levels of time and attention given to establishing needed tech infrastructure in classrooms, beautifying outdoor and green spaces, and the herculean efforts of OTHS custodial staff. Music, engineering, and forthcoming maker spaces all provide an atmosphere that is well-aligned to the college and career-bound mission of the school. Further updates to the facility include an upgrade to the HVAC system and an improved athletics field. Many classrooms have technology in place such as Smart Boards, documents cameras, and Chromebook carts. A new system of security cameras have been identified as the next critical facilities project.

OUSD drives the adoption of appropriate and standards-aligned instructional materials and equipment. A team that includes teachers, administrators, coaches, and content specialists collaborates on the adoption process, and school sites select their own materials from a district-approved list. Oak Tech is providing input on a pending adoption of History materials scheduled for 2022-23. Through interviews and focus groups, OTHS staff identified a need for more culturally appropriate selections from a more diverse pool of authors. Technology has recently been an area of focus for Oak Tech, and they are using Measure N funds to create a Maker Space to support Project Based Learning. Oak Tech distributed free hotspots and Chromebooks for student use during Distance Learning for their own and OUSD's inventory, and these are now student-owned according to site leadership. Staff receives a district laptop for teaching and learning, as well as site orientation and site-specific professional development. Other resources can be requested through Escape.

**Resources that support high achievement for all students.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

Resource allocation decisions made by district and site level administration are guided by the well-aligned SPSA, LCAP, and OTHS learner outcomes. OUSD determines OTHS's site budget based on enrollment, allocations, Title I and LCAP data each year, and site leadership manages requisitions and spending through a central application (Escape) that increases accountability and transparency. School facilities are spacious, beautifully maintained, and designed to support a broad range of learning experiences for students. Instructional materials and equipment acquisition work smoothly, with many teachers reporting to the VC that they are pleased with the level of material support their classes receive, particularly in the area of technology. OTHS invests heavily in the onboarding of new staff and providing for ongoing development, especially for teachers in their first three years.

## **CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES**

### **Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- New teacher onboarding and support is clearly an area of priority for OTHS leadership. There is an abundance of training, observation, and coaching opportunities for new staff.
- The new Block Schedule increased opportunities for academic remediation, elective selection, A-G course completion, and provided greater collaboration through common prep time.
- Budget allocations support priorities and students based on data analysis. Needs are provided for despite declining budget
- OTHS facilities are beautiful, functional, and welcoming. All spaces, from traditional classrooms to gymnasiums, workshops, and laboratories were immaculately clean thanks to an incredible custodial staff.
- Immersive supports are provided for students with every sophomore in a pathway and every freshman in a house - including new enrollees and transfer students.
- There is evidence that stakeholders at all levels provided input to create the newly-implemented bell schedule, which is creating more opportunities for student participation in electives, credit recovery, and dual enrollment courses. Diverse stakeholders also guided Oak Tech to create an Advisory Period, which is under active development to address issues of communication, ownership, and school unity. The strongest evidence to support these strengths came from interviews with teachers, counselors, and students.
- Highly-qualified, positive, collaborative administration at OTHS. Take great ownership of their areas of expertise. Demonstrated trust within the team and for the team by teachers.

### **Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):**

- While strong collaboration at the pathway/academy level has been highlighted in focus groups and interviews, collaboration and accountability remain inconsistent in other structures, which may be addressed through PLCs as they mature.
- More culturally appropriate selections (allocations) and aligned continued professional development to utilize them.
- OUSD and OTHS have established policies and procedures around harassment and the Uniform Complaint Process (UCP); however, there is not a shared understanding between students and staff around reporting methods, confidentiality, and the outcomes of the UCP.

### **Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- LCAP
- SPSA
- Action Plan
- School Website
- OUSD Website
- CAASPP Data
- SARC
- Current Vision and Mission statement
- Interviews with Focus groups and District Leadership



## CATEGORY B. CURRICULUM

### B1. Rigorous and Relevant Standards-Based Curriculum Criterion

OTHS is working on providing an effective, rigorous, relevant, and coherent curriculum based on current educational research and thinking that supports the academic standards. The VC sees a need for more vertical and horizontal alignment of curriculum. Currently, this is occurring in some classrooms and programs but is not consistently seen throughout all classrooms and programs. OTHS has provided professional development to their staff on culturally responsive teaching practices. The PD that was provided was based on the book *Culturally Responsive Teaching & the Brain*, by Zaretta Hammond. According to some teachers, a copy of the book was provided to the staff 3 years ago and the 9th Grade House teams still use the book and provide copies to new team members each year. It is recommended that all curricular teams revisit the tenets of this book and evaluate the effectiveness through common assessments and formative assessments. During team meetings, teachers use the strategies in the book to align their own instructional practices. The Math department meets each month to discuss their work around the tenets of *The Antiracist Math Classroom*, by Quetzal. OTHS Teachers were trained in Project-Based Learning Strategies and Backwards Design. It is unclear to what degree these strategies are being implemented in the core curricular classrooms.

OTHS has defined academic and college- and career-readiness indicators or standards for each subject area, course, and pathway program that meet or exceed graduation requirements. Most courses offered at OTHS are A-G and they also offer a variety of AP and Honors courses. OTHS courses demonstrate an alignment of curriculum with CCSS, NGSS, and post-graduate outcomes. The pathway teams also work to align their core curriculum with their pathway curricular and graduate outcomes. Aligning the core content with the CTE pathways ensures a curriculum that is based on current educational research and that is rigorous and relevant. College and career readiness indicators are defined in the school's pathway standards and student outcomes.

At OTHS, there is some congruence between the actual concepts and skills taught, the SLOs, academic standards, and the college- and career-readiness indicators or standards. All of the 9th graders are placed in a House where there is articulation amongst teacher teams. The 5 Pathway programs offer opportunities for students to demonstrate the SLOs through their knowledge acquisition in their specialized industry courses and pathway grade-level content courses. In their 12th grade year, all students must demonstrate their level of knowledge in the SLOs through their Senior Capstone Project.

There is integration and alignment among academic and career technical disciplines at the OTHS through their 5 Pathways (Computers, Engineering/Architect, Fashion Art Design Animation, Health/Biotech, Race Policy & Law) and the 9th Grade Exploratory Program. Towards the end of ninth grade, students and parents are given an opportunity to learn about the pathways through meetings and showcases. They are then taken through the pathway selection process for the start of their 10th-grade year. Once they are members of a pathway, students participate in curriculum, activities, projects, and field trips that align with the careers and disciplines associated with that pathway. At the end of their 12th-grade year, every student participates in a Senior Capstone project that allows students the opportunity to demonstrate their knowledge and skills learned through their entire school experience.

OTHS engages with community partners and resources, through the pathway Advisory Councils internships, externships, field trips, job shadows, and job placement. Each pathway has its own Advisory Council which is comprised of OTHS's Pathways Coordinator, Pathways Teachers, Students, industry professionals, and community members. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

**Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**  
Ineffective

**Narrative Rationale:**

Based on the self-study report, conversations with staff, and classroom visits, culturally responsive teaching strategies are still not being used as a means of engagement to support high achievement for all students in all programs, and classrooms. This being said, there are a few programs that are currently capitalizing on this PD and are experiencing positive outcomes in student engagement and achievement. Teachers have also received training in Project-Based Learning but no evidence of that teaching model being used was observed during the VC visit. Most of the classrooms that the VC visited contained teacher facilitated lessons in a stand-and-deliver method of instructional delivery. Lastly, the school has a goal of incorporating and increasing writing across content areas. While this is still a goal, it is not yet occurring to fidelity.

**B2. Equity and Access to Curriculum Criterion**

OTHS has ensured that all students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. This is evident in the multiple levels of course offerings, programs, and pathways. Students have access to a wide variety of AP and Honors classes, online credit recovery courses, and career-relevant pathway courses. In addition, students have access to special programming through the Paideia program, the Performing Arts program, and the AAMA program. The school has removed previously known barriers to access these programs by removing application processes. The school provides for career exploration, preparation for postsecondary education, and career technical options for most students. Curricular alignment across grade-alike and course alike classes as well as increased vertical alignment is necessary.

A rigorous and coherent curriculum that includes real-world applications is accessible to all students who are in a Pathway at OTHS. Starting in the year 2020 all 10th grades students were required to select one of the 5 CTE Pathways. All 9th graders are assigned to a 9th-grade house. Each house has a team of teachers who support that specific house of students in all curricular areas. The barriers to students being able to access high-level courses and curricula exist in the school's lack of Tier 1 MTSS supports inside the classroom.

At OTHS, Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals. There are multiple levels of college and career supports for students at OTHS. Counselors review student transcripts multiple times a year to identify students who need additional credit recovery options. Counselors also meet with every student and their parent or guardian in a grade-level meeting to review the student's progress and educational plan. Every Pathway has a Student Support Staff (SSS) that provides support in academic success to every student in a given pathway. OTHS has a team of staff called Credible Messengers that serve as mentors to students on their caseloads. The College and Career Center is fully staffed and offers multiple resources for students and families.

OTHS implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options through their specialized programs such as Paideia and the 5 CTE Pathways. School Counselors are available to students who need more guidance and

support in these areas. The College and Career Center is also a resource for students that provides opportunities for career exploration and college visits as well as informational workshops for both students and parents.

***Equity and Access to Curriculum that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**  
Ineffective

**Narrative Rationale:**

While the VC does agree the school provides a multitude of Tier 2 and Tier 3 supports for students, there is still a great need for Tier 1 interventions and strategies to be used inside the classroom. While each of the components of MTSS is present, a coherent plan for integration of academics, SEL, and behavioral supports is needed. There is also a need for horizontal and vertical alignment across the content areas which will increase student achievement and thereby a student's ability to have access to more curricular options.

**CATEGORY B: CURRICULUM**

**Areas of Strength for Curriculum (if any):**

- Variety of program options for students with 5 CTE pathways, AP offerings, and elective options. Full range of choices
- Rigorous curriculum being provided to students in content and pathway courses
- Essential standards are identified as a focal point by departments
- Senior Capstone Project
- Pathway Field Trips in pathways create relevance between content and real-life experiences

**Growth Areas for Continuous Improvement for Curriculum (if any):**

- Horizontal alignment across like courses and grade levels as well as vertical alignment is necessary across content areas
- More PBL is needed to increase student engagement
- There is a need for more Culturally Responsive curriculum options delivered to students with the intention of increasing student engagement
- Writing across all content areas should be more evident in lesson planning

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Focus Groups
- Walk-throughs
- Conversations with Students and Staff
- Conversations with the admin team
- Review of the adopted booklist
- Master Schedule
- School Website

**CATEGORY C. LEARNING AND TEACHING**

**C1. Student Engagement in Challenging and Relevant Learning Experiences  
Criterion**

Students receive rigorous assignments that align with A through G requirements. VC visits showed engaged students and expectations were clearly stated to the students. Technology

was regularly used in the classroom with sharing of slides, note-taking, research, and Desmos. The VC noticed a strong reliance on worksheets and guided notes on the walkthrough, which kept students focused but not actively participating in the lesson. Many of the texts that are currently being taught at OTHS are not culturally relevant, pushing students to explore a variety of authors, genres, and voices. The ILT and equity team look at data of student achievement to make recommendations for PD and ensure their goals are being met. The 5 CTE pathways and Paideia program allow students to engage in rigorous coursework that allows for A to G requirements to be met. Specific classes also give students the opportunity to engage in relevant curricula like the BUILD, which allows freshmen to learn about entrepreneurship, Civic Engagement Program is a class for students to demonstrate leadership skills while learning about community engagement. African American Male Achievement is a Manhood Development course using the Khepra curriculum which allows young African American men to engage in critical thought, personal reflection, and problem-solving by increasing self-efficacy, esteem, and motivation for the students. Seniors also participate in a senior capstone project. In addition, 55% of the students are enrolled in at least one AP class and 120 are co-enrolled in college classes on campus.

Students at OTHS learn of their learning expectations from teachers in a variety of ways and many use Google Classroom to help inform students of deadlines and other announcements. In general, teachers were very open to communication and working with students individually to allow for success to happen whether it is extensions, retakes, or extra 1 on 1 time. Outside of teachers counselors meet with students and help them form goals and the school has Student Support Specialists that help students by checking in with them and looking at their needs to support their successes. While students appear to be very clear about expectations for their individual classes, the VC has concerns about consistency across grade-alike and similar sections of the same course being taught and evaluated differently depending on the teacher. While some teachers actively collaborate and align expectations, others appear to be working independently. This leaves a lack of clarity about expectations for students when signing up for courses and can leave upper-level teachers unclear of what has been covered in previous courses.

***Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**  
Ineffective

**Narrative Rationale:**

Students are participating in rigorous coursework that is evident from student work. Students have a clear understanding of what and why they are learning in class, however, there is a lack of student engagement due to the instructor-driven style of the classes that the visiting committee saw. Many handouts are completed individually, and not collaboratively. The CTE pathways connect clearly to what students are learning, through the pathway experiences scholars are able to attend relevant field trips and complete class assignments. Many of the texts that are currently being taught at OTHS are not culturally relevant, pushing students to explore a variety of authors, genres, and voices.

**C2. Student-Centered Instruction through a Variety of Strategies and Resources  
Criterion**

OTHS has a goal to have teachers become more facilitators of learning and offer students a variety of ways to demonstrate creative and critical thinking. Some classroom visits showed the use of technology, such as document cameras and projectors along with websites and online tools like Wiki, Google Classroom, Read, Write, Think, FlipGrid, PearDeck, or Nearpod. These platforms help students understand and facilitate the completion of work. OTHS has a block

schedule intended to help student learning by creating more voice and choice in schedule and more opportunities to successfully complete A-G requirements. Teachers have PD in culturally responsive teaching, SEL, and RJ to help. Teachers use a variety of ways using technology to give students engagement and check for understanding. All students have access to Chromebooks that are theirs for the duration of need, and there is access to iMac for some students. Teachers also use collaboration periods and PD time to work with each other to provide interdisciplinary project-based projects to give students chances to problem solve real-world connections and reflect. All students are exposed to and engaged with career preparation activities because of academies. Still, the majority of classrooms the VC visited used direct instruction or had students working silently independently.

OTHS students complete coursework that supports the application of knowledge and engaged in career preparedness. Every student the VC spoke with understood the why of their learning. The use of Google Classroom and other apps has helped students apply what they are learning and to further expand their knowledge. 9th graders participate in RIASEC career assessment to look at their personal career characteristics to help inform research on post-high school opportunities. The CTE pathways are presented over a month of CTE investigation with activities and an application and ranking of which pathway is best for the student. These pathways give 10-12th graders multiple opportunities for internships and real-world experiences with job shadowing, paid and unpaid internships, informal and mock interviews, and resume and cover letter building. The pathways also allow for several specialized field trips to make the learning in the classroom relevant like engineering students going to an amusement park or the art students going to the de young museum. There are also on-campus dual-enrollment community college courses that allow students an opportunity to take dual enrollment courses. Several people the VC talked with cited these dual enrollment opportunities as valuable.

***Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**  
Ineffective

**Narrative Rationale:**

OTHS Pathways allow for student choice and student interest in what the students explore during their academic careers. Through focus groups and discussions with students, it is evident that instruction is based on self-advocacy, and there is a lack of collaborative and student-centered discussions in the classrooms. There is a lack of evidence during the visit that there is PBL consistently throughout the campus. There is a variety of instruction from bringing things from the outside world in or the school to the outside world and some projects like the senior capstone. Due to the pandemic, some of these structures need to be rebuilt to continue this type of learning. The overwhelming use of teacher-directed instruction that the visiting committee saw during walkthroughs and lack of student-to-student discourse and student-centered instruction needs to improve.

**CATEGORY C: LEARNING AND TEACHING**

**Areas of Strength for Learning and Teaching (if any):**

- Students complete rigorous and challenging A-G coursework
- Students have an understanding of learning expectations
- All students have access to and are engaged in career preparation activities
- The use of Google Classroom, Flipgrid, Desmos, Slides, Video

**Growth Areas for Continuous Improvement for Learning and Teaching (if any):**

- More student-to-student collaboration and student-driven learning

- Need for consistent MTSS Tier 1 strategies across all content areas
- Need for engagement strategies
- Need for more CRT strategies in every classroom (Hammond)

**Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Focus Groups
- Classroom Visits
- Conversations with teachers and counselors
- Conversations with administrators

## **CATEGORY D. ASSESSMENT AND ACCOUNTABILITY**

### **D1. Reporting and Accountability Process Criterion**

VC conversations with staff indicate there are inconsistent diagnostic and benchmark assessments in place classes, in order to analyze and learn from student data. Teachers indicated practices had improved pre-pandemic; however, there is still a need for effective and equitable assessment processes post-pandemic. Data provided by the district and state assists counselors in communicating to families about LCAP Goal 1 (college/career readiness). The Counseling team conducts six transcript audits per year to ensure that students are on track to graduate with all A-G requirements met/exceeded. Currently, there has been no CAASPP data for several years due to the pandemic; therefore, teachers and admin have been unable to collect, disaggregate and analyze state testing. Administrators are able to use summative assessment data from the classroom indicating student achievement from the online AERIES system in order to support LCAP Goals 2 and 4 (focal student supports, as well as staff supports). Teachers utilize their classroom findings from formative and summative assessments to determine how to proceed with LCAP Goal 3 (student/family supports). OTHS sees the need to provide direct training on how to use the OUSD data dashboard to collect, disaggregate and analyze student achievement data in order to guide student school programs and processes.

While some departments and pathways report consistent practices for determining performance levels, the VC did not see consistency across all departments and pathways. Some instructional staff have conversations within grade levels and subject areas on students' grades, growth, and performance levels. In several departments, the teams come together and review grades at the end of a marking period to see which students need support and those scholars are assigned a mentor in the pathway, in order to help support the student as best as possible. The mentor checks in with the scholar and consistently follows up in order to hold the student accountable, as well as encourage student growth. More work is needed in several departments to create consistency in how student achievement is scored within the department and subjects with grading scales, and how missing work is incorporated into the overall grade. Currently, there is a process in place in order for OTHS to work on refining their basis for grades, common assessments, and CCSS to strive for consistency within the school. OTHS reviews a variety of classroom data in order to track consistent and equitable grading and streamline information and data across the school. More work is needed to connect instruction and assessment to essential standards. The VC did not see evidence of consistent common assessments currently being used within departments.

Administration and staff effectively use common platforms to determine and communicate student growth. Admin, staff, and students can find pertinent information to be shared through the school website, the online AERIES system, and/or Google Classroom to report current individual student data, and a verbal dialogue is open to the community through various parent meetings where administrators share pertinent information and data, and to staff, as well.



Between teachers, students, and students' families, the communication is through rubrics, conferences, reflection opportunities, apps, email, the school messenger, calls, virtual meetings, progress, and report cards, all to help monitor student growth. The administration is working with OUSD to improve outcomes for Level 4 English Learners as well as Long Term English Learners who have had difficulty demonstrating the level of mastery required for reclassification.

Some inconsistencies were observed in school-wide, departmental, and program evaluation. Teachers self-monitor their classes, and their lessons and teach, reteach and reassess accordingly. Many teachers offer a make-up day before the end of the marking period which encourages students to come in and this has reduced the D/F rate by 13% this academic year. Many teachers at OTHS offer reassessments for credit in order to encourage pathway learning. Due to limited data from state testing, and lack of common assessments, OTHS is encouraging teachers, and pathways to create and implement common assessments for the upcoming school year. Moving forward, OTHS is also considering moving towards standards-based instruction in order to promote consistency amongst classes and grading, as other sites in the district have begun, and some teachers at OTHS have piloted. Course descriptions are updated annually, during paid summer training for teachers. Those staff members that are unable to attend have several opportunities throughout the school year to complete this work. Currently, it is apparent that Oakland Tech can continue to improve on how it uses assessment results in order to drive student achievement.

The school administration team consistently and effectively uses the data they are provided in order to make school-wide decisions in regards to professional development, and resource allocations. All stakeholders are included in the process, and the SSC develops a budget in order to promote student achievement, based on various data; such as academic performance, listening campaigns, student data, walk-through data, and disciplinary data.

***Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**  
Ineffective

**Narrative Rationale:**

VC conversations with staff indicate there are no clear benchmarks and assessments in place, in order to analyze and learn from student data to drive instruction. Teachers indicated collecting assessment data had improved pre-pandemic; however, there is still a need for effective and equitable assessment processes post-pandemic. OTHS sees the need to provide direct training on how to use the OUSD data dashboard to collect, disaggregate and analyze student achievement data in order to guide student school programs and processes. Due to limited data from state testing, and lack of common assessments, OTHS is encouraging teachers, and pathways to create and implement common assessments for the upcoming school year. Moving forward, OTHS is also considering moving towards standards-based instruction in order to promote consistency and drive instruction amongst all classes.

**D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion**

Teachers at OTHS employ various summative assessment strategies to evaluate student learning: weekly quizzes, unit tests, AP scores, scholastic reading inventory, essay writing, projects, and the state SBAC. Although traditional testing is not the only way that the Oakland Tech staff evaluates their students to adjust their lessons for, believing that marginalized students have diverse needs, a need for different ways to show learning and outcomes arose,

and teachers are using AERIES module for mastery-based grading. In order to promote learning and support to all students, many classrooms offer reassessments and/or dropping the lowest score. Although teachers assign activities, some assignments do not go into AERIES, and oftentimes it is necessary for the student to self-advocate and reach out if the scholar is struggling. Many teachers offer a final exam in order to assess student learning for the overall semester. Student achievement is then reported through AERIES and Google Classroom to increase communication between school and families with the goal of improving student learning and communicating more directly.

Through their own classroom findings through formative and summative assessments, OTHS teachers are consistently teaching, reteaching, and reassessing students. Teachers provide effective feedback using a variety of methods: rubrics, 1:1 conferences, reflection opportunities, apps, email, the school messenger, calls, virtual meetings, progress, and report cards, all to help create a dialogue about student learning and growth. Teachers are consistently available to students through the advisory period where students can drop in and make up an assignment, or receive additional support in the subject area. Academically when a student is struggling a teacher is assigned to check in with the student. When the mentor needs additional support due to other factors in the students' lives the scholar is assigned an SSS case manager to follow up with the individual for several weeks. Teachers are clearly invested in the students' academic careers and lives.

***Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**  
Ineffective

**Narrative Rationale:**

Through their own classroom findings through formative and summative assessments, OTHS teachers are teaching, reteaching, and reassessing students. While some departments and pathways report consistent practices for determining performance levels, the VC did not see consistency across all departments and pathways. Some instructional staff have conversations within grade levels and subject areas on students' grades, growth, and performance levels. More work is needed to connect instruction and assessment to essential standards. The VC did not see evidence of consistent common assessments currently being used within departments. Teachers self-monitor their classes, and their lessons and teach, reteach and reassess accordingly. Teachers at OTHS employ various summative assessment strategies to evaluate student learning: weekly quizzes, unit tests, AP scores, scholastic reading inventory, essay writing, projects, and the state SBAC.

**CATEGORY D: ASSESSMENT AND ACCOUNTABILITY**

**Areas of Strength for Assessment and Accountability (if any):**

- By promoting reassessments, as well as make-up days at the end of the marking period teachers are encouraging lifelong learnings and mastery of course material.
- A broad and diverse coalition of staff members take ownership of student data and outcomes (SSS, counselors, APs, Credible Messengers)
- Admin, staff, and counselors work together to communicate about growth and progress to families and students at Oakland Tech.
- Teachers effectively use data collected throughout their classes to guide teaching and learning.
- The Counseling team conducts six transcript audits per year to ensure that students are on track to graduate with all A-G requirements met/exceeded.



- Use of perception data from parents, students, and staff (surveys, listening campaigns, focus groups, social media campaigns)

**Growth Areas for Continuous Improvement for Assessment and Accountability (if any):**

- OTHS will work to create common assessments (diagnostic and benchmark) aligned with CCSS to identify the critical needs of students.
- Continue to research and implement standards-based grading in order to promote an equitable learning opportunity and reporting for all students.
- Use of OUSD dashboard in order to collect and analyze student data to drive instruction.
- Continue working to decrease disproportionality for student groups.

**Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- Teachers have expressed in focus groups that they administer their own assessments which guide their teaching
- In the staff focus groups, was clear that staff does not use the data, or district assessments available in order to drive student instruction.
- Admin and teachers in focus groups, and students through walkthroughs, have indicated that reassessments are part of the school culture.
- In the parent focus group, it was clear that parents and students have access to AERIES, Google Classroom, and direct teacher communication.
- Through walkthroughs, and teacher focus groups inconsistencies with grading policies and curriculum were apparent.

**CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**E1. Parent and Community Engagement Criterion**

The school employs many strategies and processes to ensure that all stakeholder groups, including parents, remain connected and informed. In addition to a Parent Portal in the school's SIS and Google Classroom, the school reaches out to individual families and students via Talking Points, Parent Square and School Messenger. There is an active community of teachers and staff embracing an initiative to share daily learning and work through Instagram, and a small number exploring the use of TikTok. Broader messaging is handled through weekly parent newsletters and through in-person or virtual meetings including Back to School Night and grade level information nights. Families have more options than ever to help them consume campus news on their own time, and staff are conducting outreach to encourage more active engagement with the Aeries portal, website, and social media accounts. Parents serve the school via formal membership in both the School Site Council and the PTSA. Both groups advocate for student and teacher needs, and the PTSA engages in fundraising for cultural events. The PTSA is also responsible for a number of initiatives that are important to the culture of the school, including the annual Historically Black College and University Tour. A Parent Liaison is responsible for running SSTs and managing the Tech Parent University, which offers a parent engagement program called *Lifepoint*. The school has continued to encourage community involvement in campus life by offering events throughout the school year, despite the added difficulty of communicating and following evolving COVID-19 protocols. Events in the 20-21 school year included a barbecue and race, a student film screening, athletic events, cultural assemblies, and four separate graduation ceremonies. Parents on Duty provide additional supervision to bolster administrative, Culture Keeper, and Credible Messenger work to maintain a safe campus.

**Parent and Community Engagement that supports high achievement for all students.**

**Visiting Committee Rating (select one):** **Highly Effective** Effective Somewhat Effective Ineffective

**Narrative Rationale:**

The school employs a wide array of methods to communicate with families. Parents are invited to participate in decision-making through a robust PTSA as well as SSC. OTHS employs a Parent Liaison to coordinate communication with families as well as learning opportunities for parents such as the Lifepoint program.

**E2. School Culture and Environment Criterion**

The school ensures a safe, clean, and orderly place of learning through a number of policies and practices. The school's focus on appropriate interventions for behavioral concerns is apparent. With regard to disciplinary procedures, a progressive discipline matrix is in place, and restorative practices are employed whenever possible. Drug and alcohol intervention are provided through TUPE, and mental health support is provided by the school's COST team. During the 20-21 school year, a teacher hosted "Mindful Mondays" for students, and in the 21-22 school year the school has "Lunch on the Lawn." The District hosted a Wellness Fair and also provided one day for all staff to focus on personal wellness. The school employs a Restorative Justice Coordinator who holds restorative justice mediations and circles and oversees trained student mediators. Additionally, the school partners with Youth ALIVE! violence interrupters. The District has replaced campus police officers with "Culture Keepers" who aim to build positive relationships with students and disrupt safety concerns. The school has hired two new Culture Keepers in the past year, and work remains to be done to train Culture Keepers in new methods and mindsets, as well as community outreach to increase positive perception now that the position has moved away from a security focus. Three "Credible Messengers" were also brought on board to support chronically tardy or absent students' mental health concerns, and a team of "Parents on Duty" assists with lunchtime and hallway supervision to increase student safety.

The school has responded to student concerns by clarifying sexual harassment reporting procedures and is working with both district administrators and legal counsel to provide additional training for students and staff in this area. School leadership agreed that more work is needed to make Title IX policies, specifically the Uniform Complaint Procedure and the role of the District Ombudsperson, accessible and transparent to the OTHS community.

The school demonstrates caring, concern, and high expectations for all students through continuing work in academics and social-emotional learning. The school recently adopted a seven-period modified block schedule to increase opportunities for students to participate in AP courses, electives, dual enrollment, and credit recovery while providing adequate time for all students to transition between classes across two campuses. The school hopes to increase overall instructional time as well as project-based learning opportunities that are aligned to individual students' multiple intelligences. An advisory class was created to provide opportunities for community building, college and career exploration, and climate/culture building. This aligns with the school's emphasis on community building and Social-Emotional Learning (SEL). The Equity Team, in collaboration with student cultural groups, offers cultural assemblies and competitions to celebrate the diversity of the school's community. The advisory period is in its infancy, and teaching staff uses the time for everything from target community building projects to a study hall. Advisory requires more time and support to ensure consistent outcomes across the school.

The school cultivates an atmosphere of trust, respect, and professionalism among all stakeholders through the efforts mentioned above, and also through the refinement of existing practices. A Faculty Council was established to serve as a liaison between school staff and administration. They worked in collaboration with a summer teacher workgroup to produce a Faculty Handbook. The Community Schools Manager coordinated grade level assemblies during the first six weeks of school to remind students of the appropriate and respectful behavior required of them as they returned to in-person learning. Topics included mask-wearing, hall passes, appropriate bathroom use, cell phone policy, restorative justice, and campus resources available to students. The Community Schools Manager also collaborated with administrators and the COST team to provide a Week of Healing which comprised a variety of workshops, presenters, and mindfulness activities.

***School Culture and Environment that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Since the return to in-person learning, suspensions and other serious discipline incidents have increased. OTHS is working to address this through the deployment of more staff resources in the form of Culture Keepers and Credible Messengers who take a positive, mentorship-focused approach to prevention rather than response. Social-emotional support for students continues to be an area of strength for OTHS. Facilities are excellent overall with beautiful and functional space provided for student work as well as informal, outdoor, and garden space. There have been recent student protests which OTHS staff have addressed, and the overall atmosphere on campus is one of mutual support and respect.

**E3. Personal, Social-Emotional, and Academic Student Support Criterion**

OTHS has identified a need for more clear, systematic planning and execution of MTSS as the school expands from PBIS to MTSS. Systems in place at the time of the VC visit include the ongoing work of COST to identify and support students with academic, attendance, behavioral, social-emotional, or other health issues. The district has provided MTSS training opportunities for administrators, and some school admin team members have taken part in them. The school is clear in its intention to embark on a full rollout of MTSS in the 22-23 school year. While developing MTSS acumen, the school continues to provide all required supports for students with disabilities and medical needs such as IEP and 504 services. COST and SST teams continue to identify and support students with needs among the three pillars of MTSS (i.e., academic, behavioral, and social-emotional). Paraeducators push into general education classes to support students with disabilities, as well as to provide support to general education teachers with Tier 1 academic and behavioral concerns.

The counseling team is very active in supporting student success and was a frequent topic of praise within focus groups and interviews. Through frequent transcript audits and work with administrators and the ILT, counselors have significantly reduced the number of students who are credit-deficient, improving outcomes for all students. This is evidenced by the frequency of transcript audits, the number of students enrolled in summer school, and the low number of 11th-grade students in need of credit recovery.

There are several school groups with an academic focus, many of which connect to social-emotional success as well. The African American Male Achievement (AAMA) and African American Female Achievement (AAFA) programs are designed to improve academic and life outcomes for African American students by helping them to understand and analyze the underlying causes of systemic inequities. A Restorative Justice and Civic Engagement class

has trained 15 students and 15 teachers to bring principles and practices inspired by indigenous values to the community and to provide circles of support for students. Houses were established to provide small learning communities to students entering the 9th grade, providing additional academic and social-emotional support from a core of dedicated 9th-grade teachers. The College and Career Center acts as a hub for extracurricular, scholarships, and college-going opportunities. The school has also increased technological support for students by providing Chromebook carts for every academic class, and through the use of Zoom and Google Classroom, have begun to increase access to academic resources for all students.

There is a high level of student involvement in curricular and co-curricular activities through clubs, electives, and after-school programs. In addition to athletics, students have access to drama, stagecraft, yearbook, leadership, and more. Before course selection begins for the following school year, all 9th graders participate in a showcase of the Pathways. Various cultural and leadership organizations on campus blend extracurricular activities with increased student voice and civic engagement, including ASB, Black Student Union, Latinx Student Union, and the Vietnamese Student Association. Student community involvement and advocacy are supported through the work of Restorative Justice Peer Mediators, presentations to the Pathway Advisory Board, and Pathway Selection presentations to 9th-grade peers. Students have also lent their voice to the staff hiring process through involvement in staff interviews since 2019. Students are encouraged to vocally support causes important to them and given the freedom to express their views as evidenced by the number of student initiatives and campaigns on campus, including a recent series of walk-ins and walk-outs.

***Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.***

**Visiting Committee Rating (select one):** Highly Effective **Effective** Somewhat Effective Ineffective

**Narrative Rationale:**

Teachers are highly student-centered in their practice and go to great lengths to ensure that individual academic needs are met. OUSD is supporting OTHS in developing systematic MTSS to integrate relatively uncoordinated academic supports with the social-emotional and behavioral supports that OTHS already does so well. Credible Messengers are a consistent point of pride among stakeholders, and they have contributed to measurable decreases in student truancy and tardiness.

**CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH**

**Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):**

- Credible Messengers were widely praised in focus groups and interviews for their mentorship focus and ability to establish rapport with students.
- Students are empowered and encouraged to advocate for change. A large number of student groups exist to bolster student voice and increase civic engagement.
- The counseling team is well-trained, professional, and consistently delivers services to students in alignment with the school's mission and vision.
- Social-emotional and behavioral support for students are strong. SSS and COST continue to provide appropriate interventions and assistance for students. This is evidenced by language in the self-study and interviews with teachers, students, and staff.
- Communication with all stakeholders is stronger now than it has been in the past. Rules,

procedures, and expectations are generally clear to students. A wide array of active and passive communication tools have been employed, including Instagram and soon TikTok, to engage younger stakeholders in community events, opportunities, and news.

- Parent engagement is well-supported by many communication tools as well as educational offerings through Tech Parent University and inclusion in campus life through the Parents on Duty program.

### **Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):**

- The shift from SROs and campus security to Culture Keepers represents a move away from campus policing, which is strongly supported by the school community. Through staff and student interviews, however, it is clear that work remains to be done to train Culture Keepers to act as envisioned, as keepers of a culture and role models for professional comportment to students. At the current stage of development, Culture Keepers require more training and direction in order to step away from the impression that they are plain-clothes “campus security.”
- Staff were not able to clearly articulate the structure, function, or execution of MTSS at OTHS. Academic, social-emotional, and behavioral supports all exist in some form on campus, but a fundamental restructuring of these disparate efforts needs to happen in order to call the system a true implementation of MTSS.
- According to staff and administration, disciplinary incidents are occurring at a higher rate than pre-pandemic. Staff have identified the need for more prevention and an increase in positive interventions such as those provided by the Credible Messengers.
- Work remains to be done around training staff and explaining the role of the school Ombudsperson and Uniform Complaint Process to students, family, and the community at large. Until there is a broad understanding of the process and possible outcomes of a complaint, it will be difficult to manage expectations or make complainants feel heard.

### **Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:**

- According to OTHS’s most recent CHKS survey, 78.1% of students report that “Rules in this school are made clear to students.”
- LCAP
- SPSA
- Action Plan
- School Website
- OUSD Website
- CAASPP Data
- Current Vision and Mission statement
- Interviews with Focus groups and District Leadership

## **Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement**

### **Schoolwide Strengths**

1. Students are kind, thoughtful, and proud of OTHS. Students are political and community advocates who think outside of their own immediate needs and consider the needs of others.
2. OTHS is defined by a culture of care and support for students. Teachers are equity-minded and have a strong desire to ensure every student succeeds. Teachers empower and encourage students to advocate for change. Every student the VC spoke with knew

- what they were supposed to be doing in their classes and why they were doing it.
3. Parents are engaged and empowered to participate. The presence of “Parents on Duty” shows parents are invested in promoting a safe and welcoming environment for all students. Strong participation in a variety of groups and consistent financial contributions reveal parents give what they can and OTHS provides many options for parents to contribute their time and resources. Leadership’s frequent use of surveys, listening campaigns, focus groups, and social media campaigns provide a myriad of opportunities for family engagement.
  4. The highly-qualified, positive, collaborative administration at OTHS has a strong vision for equity and preparing students for college and careers. Budget allocations support priorities and students based on data analysis. The administration clearly cares for their students and staff and seeks to make OTHS a place where people want to be. The VC was especially impressed with the administration’s follow-through on the action plan from the last WASC visit, even in the face of the pandemic.
  5. OTHS has an equity team with stakeholder buy-in whose recommendations are valued by the school at large.
  6. OTHS has beautiful, well-maintained facilities that are decorated with student work and revolving student-created artistic installations. The campus is physically warm and inviting.
  7. Social-emotional and behavioral supports for students are strong. The use of SSSs, a robust administrative team, counselors, and the COST structure provide behavioral and social-emotional interventions and assistance for students. A broad and diverse coalition of staff members takes ownership of student outcomes. The shift from SROs and campus security to Culture Keepers and Credible Messengers reflects a desire to make students feel welcome and safe on campus.
  8. The implementation of a 7-period block schedule allows for more remediation and makes it easier for students to meet graduation and A-G requirements. The schedule provides greater opportunities for collaboration through common prep time.
  9. OTHS has a robust pathway program that is driven by student voice and choice with every 9th and 10th-grade student in a pathway. The 5 pathways offer a variety of program options for students. Additionally, the school has many AP and elective options. Pathway field trips, internships, job shadow opportunities, and job placement make learning relevant.
  10. There was a strong use of technology in the classroom, including hybrid teaching, Google Classroom, Flipgrid, Desmos, Slides, and the inclusion of video. Students all have access to technology at home and on-campus to complete coursework that incorporates 21st-century skills.

### **Schoolwide Growth Areas for Continuous Improvement**

The visiting committee concurs with the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan. These are summarized below:

- 1) Plan, create, and implement an effective MTSS intervention plan using data analysis and professional development to address the academic, behavioral and SEL needs of our ELL and marginalized students by emphasizing Tier 1 strategies across all content areas.
- 2) Implementation of standards-based instruction aligned with Culturally Responsive Pedagogy, CCSS, NGSS, ELD, and CTE standards, using the lens of the Equity Team’s goals, while using vertical and horizontal alignment to ensure skills, content, and resources are being covered and grade-level curriculum sufficiently incorporates the required topics, skills, standards, and student learning outcomes, while ensuring student academic growth and development.
- 3) Continue to systematically incorporate writing across each content area in order to more fully achieve the CCSS, NGSS, ELD, and CTE standards, while ensuring access for all

students by keeping a focus on Culturally-Responsive Teaching strategies, while increasing differentiation, scaffolding to augment rigor, while making content accessible for all students.

- 4) Provide more streamlined training around the OUSD data dashboard. More streamlined data analysis is necessary as a site. While data is widely collected and used, it is used differently between different departments, pathways, and leadership groups, on campus. There needs to be a site-wide effort to use data to drive instructional practices that meet the needs of all students and decrease gaps in learning.
- 5) Improve campus safety and school climate. Remedy the shortage of support staff, particularly Culture Keepers, custodians, and Special Education support staff, which negatively affects campus safety and facilities. Implement policies, activities, events, and opportunities to recognize, appreciate and value all staff members.

In addition, the visiting committee has identified growth areas that need to be addressed:

- 6) The VC sees a need for continued efforts to address the disproportionality of enrollment and achievement outcomes in pathways and advanced courses.
- 7) The VC sees a need for greater horizontal alignment in grade-level teams and like courses, as well as vertical alignment.
- 8) The VC sees a need to continue developing PBL opportunities in the classroom to promote engagement and student-to-student collaboration.

## **Chapter 5: Ongoing School Improvement**

OTHS has a clearly defined action plan that aligns with the SPSA and LCAP. This plan includes clear goals relating to each critical area for follow-up, rationales for those goals, and growth targets to evaluate progress on those goals. They have clearly identified the steps to achieve growth targets, the persons responsible, the means of assessing progress on growth targets, and the resources needed to carry out each item on the action plan. This action plan is “user-friendly,” has integrated all major school initiatives, is adequate to address the critical areas of need, and is clearly linked to student achievement. The school will also use the annual California dashboard data as well as internal data to annually review progress towards goals. Other progress monitoring data will include regular stakeholder surveys and focus groups.

Overall, OTHS has a dedicated and cohesive staff and administrative team who are committed to continuous school improvement, and the VC feels confident that this leadership team has the capacity to carry out this action plan. This is in great part due to OTHS’s commitment to and capacity for carrying out the action plan from the previous self-study. Additionally, the leadership team effectively modified their recommendations on areas for growth for the self-study and action plan based upon input from the VC. OTHS states that they will monitor progress annually and update the SPSA accordingly. The administration’s methodical and comprehensive approach to the previous action plan allowed OTHS to turn many of their previous critical areas of need into schoolwide strengths, and this portends equally attentive action in response to this report.

**Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.**

**Visiting Committee Rating (select one):** Highly Effective    Effective    **Somewhat Effective**  
Ineffective

**Narrative Rationale:**

OTHS has worked hard to define and attain goals around social-emotional and behavioral support for all students. Much progress has been made in the areas of pathway enrollment, A-G completion, and credit recovery. Work remains to be done in the areas of standards alignment and articulation. The creation of a site-specific plan to implement all aspects of MTSS is vital to the school's efforts at improving academic outcomes for students.

**The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.**

**Visiting Committee Rating (select one):** **Highly Effective**    Effective    Somewhat Effective  
Ineffective

**Narrative Rationale:**

The VC believes that OTHS has developed a strong Action Plan with appropriate Major Student Learner Needs. MTSS and standards-based instruction are at the fore, as well as a focus on Culturally Responsive Pedagogy. A return to the pre-pandemic focus on writing across all content areas will support these efforts while ensuring appropriate levels of rigor and accessibility. Finally, the focus on improved campus safety through Culture Keeper and Credible Messenger work is yielding positive results.

**The capacity to implement and monitor the schoolwide action plan/SPSA.**

**Visiting Committee Rating (select one):** **Highly Effective**    Effective    Somewhat Effective  
Ineffective

**Narrative Rationale:**

The VC is confident that the leadership team at OTHS has the capacity to implement and monitor the schoolwide action plan/SPSA. All members of the team demonstrated intellectual curiosity, a reflective nature, and the desire for critical feedback. The team's willingness to modify areas for growth in their self-study in response to VC feedback is a prime illustration of their genuine interest in improving outcomes for all students.



## Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.	X			
Vision and Purpose (A1)	X			
Governance (A2)	X			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)		X		
Staff: Qualified and Professional Development (A4)		X		
Resources (A5)	X			
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)			X	
Equity and Access to the Curriculum (B2)			X	
Student Engagement in Challenging and Relevant Learning Experiences (C1)			X	
Student-Centered Instruction through a Variety of Strategies and Resources (C2)			X	
Reporting and Accountability Processes (D1)			X	
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)			X	
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)		X		
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students			X	

<b>Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need</b>	X			
<b>Capacity to monitor and implement the schoolwide action plan/SPSA</b>	X			